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BILINGUAL READINESS IN EARLIEST SCHOOLS YEARS, A CURRICULUM DEMONSTRATION PROJECT.

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A TWO-YEAR EXPERIMENTAL PROGRAM TO DEVELOP "BILINGUAL READINESS" WAS UNDERTAKEN IN KINDERGARTEN AND FIRST GRADE CLASSES IN NEW YORK CITY. TWO PUBLIC SCHOOLS, ONE IN A POVERTY AREA AND ONE IN A MIDDLE CLASS AREA, WERE CHOSEN FOR THE STUDY. EFFORTS WERE MADE TO CHOOSE SIX KINDERGARTEN AND SIX FIRST GRADE CLASSES COMPOSED OF EQUAL NUMBERS OF NEGRO, SPANISH-SPEAKING, AND "OTHER" CHILDREN. GENERAL ABILITY AND INTELLIGENCE WERE NOT CONSIDERED. EVERY DAY FOR 15 MINUTES A TEACHER BILINGUAL IN SPANISH AND ENGLISH VISITED THE CLASSROOMS AND PRESENTED SPECIALLY PREPARED MATERIALS USING SPANISH ABOUT 65 PERCENT OF THE LESSON TIME. THE CHILDREN WERE ENCOURAGED TO RESPOND IN BOTH LANGUAGES AND THE SPANISH-SPEAKING CHILDREN WERE ALSO ENCOURAGED TO PARTICIPATE AS "INFORMANTS" AND TO ACT OUT STORIES IN SPANISH. THE CURRICULUM STRESSED VERBAL INTERACTION AND STIMULATION IN BOTH LANGUAGES. STORIES, SONGS, GAMES, DANCES, AND AUDIO-VISUAL AIDS (PUPPETS, REALIA, ETC.) WERE USED EXTENSIVELY. THE REGULAR CLASSROOM TEACHER WAS SHOWN HOW MATERIAL PRESENTED IN THE "BILINGUAL" CLASS COULD BE COORDINATED WITH REGULAR CLASSWORK. THE RESULTS OF THE STUDY INDICATED THAT THERE WAS GREATER ACCEPTANCE BY THE CHILDREN AND THEIR PARENTS OF SECOND LANGUAGE LEARNING. THE SPANISH-SPEAKING CHILDREN ACQUIRED GREATER SELF-CONFIDENCE AND CULTURAL AWARENESS. APPENDED TO THIS REPORT ARE NUMEROUS SAMPLE LESSONS AND LESSON PLANS. (JD)

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BILINGUAL READINESS IN EARLIEST SCHOOL YEARS
A Curriculum Demonstration Project

December 1966

U.S. DEPARTMENT OF
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Mary Finocchiaro, Section F

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Mr. Julio Andujar, Curriculum Specialist
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Professor Ethel Berl, Psychologist
Miss Marta Celorio, Curriculum Writer
Mrs. Naomi Hill, Early Childhood Supervisor
Mrs. Jeanne Levie, Language Specialist
Mrs. Elena Paz, Music Specialist

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Mary Finocchiaro,
Professor of Education
Director, Section F

INTRODUCTION

Problem and Background

Three significant problems in the American social and political scene which, in our judgment, had not been given sufficient consideration in educational programs across the nation were at the root of our sponsorship of the Bilingual Readiness Project.

One problem was related to the increasingly dynamic role of the United States in world affairs and the resultant need for more Americans to learn foreign languages. The idea that the acquisition of one or more foreign languages was not merely a cultural adornment but a major psychological and political weapon had been gaining currency among our national leaders in the last decade. ① FLES

While recognition of this need motivated some administrators to introduce foreign language programs in elementary schools in many areas of the United States, these were usually organized in the third and fourth grades for intellectually gifted children. Two drawbacks related to this policy need mention at this point. 3rd-4th

First, the children admitted to the programs had generally been selected on the basis of intellectual giftedness as measured by standard intelligence tests. There is agreement that most of these are not culture free and, therefore, militate against children from disadvantaged areas. no

Second, the third and fourth grade starting point deprived children of the benefit of learning a second language in its cultural context during some of the most productive years. Research studies have pointed conclusively and consistently to the fact that the optimum age for acquiring near native ability in and positive attitudes toward a second language and the people who speak it - even in a monolingual learning environment - is between the ages of four and ten. optimum ages 4-10

The second problem which had been largely ignored or poorly handled has been that of the acculturation of the millions of Spanish speaking peoples living in the Southwest and those who have come to the continental United States in large numbers since about 1940. Despite our social philosophy deemphasizing the melting-pot concept, native Spanish-speaking children were generally being required in schools to function solely in the English language, often causing them to lose their sense of belonging and identity in the process. ③ 6 L.A.

Far from having been reduced, because of a generally growing social awareness, the traumatic experiences which the children of many native Spanish speaking families face, seem to have increased a hundredfold in the schools. While the reasons for this phenomenon would always have been of interest to sociologists and psychologists, statistics related to high delinquency and poor school achievement were compelling school systems to examine some of the causes more closely and to try to find solutions.

With only a few notable exceptions, nowhere in the reported solutions was there sufficient recognition of the possible advantages to Spanish speaking children of their retaining the Spanish language and culture. Nor was there an awareness of the possible contribution the Spanish-speaking community could make in solving the first problem mentioned above - that of helping Americans acquire a second language.

Efforts have generally been directed toward teaching native Spanish speaking children English and, in most cases, preventing them from using Spanish during the school day. These efforts ignored the fact that the children could have been given a feeling of success and status through the use of their native Spanish not only in programs for them but also in programs for continental Americans. This feeling of pride and success, observation has shown, carries over to their learning of English and other curriculum areas.

Another movement in the 1960s - that of guaranteeing that Negro children in schools have the same opportunities as other children - made us feel that it would be morally right and educationally sound to include a large percentage of Negro children in any project that we would undertake. Foreign language programs, as was noted above, have generally been offered only in classes for intellectually gifted children in elementary schools. Because of environmental and other factors which have been the subject of numerous research studies, in too few I.G.C. classes (classes for intellectually gifted children) have there been sizeable numbers of Negro children.

no Negroes

Over and above considerations related to language learning, we knew that desirable attitudes in children in a multi-cultural society were best fostered in early childhood before prejudices are felt by some and acquired by others. The desirable attitudes we hoped to foster included, primarily, positive self-images on the part of Negro and Puerto Rican children; a respect of other children for them; and a mutually accepting relationship among the children and parents of the three groups.

Review of Research

The Influence of Early Environment on The Development of 1) Language and 2) Positive Self-Image.

The relation between the social backgrounds of children raised in poverty and their later difficulties with the formal processes of language development undertaken by the school, has been intensively studied in recent years.

One of the most striking features of the lower class child's environment, in contrast to that of the middle class, is the poverty of linguistic stimulation. The child of a middle class family, and particularly the professional and executive, upper middle class family, lives in a world of words and concepts which he is constantly encouraged to use. At the earliest possible moment, his infant babbling is fondly infused with meaning, his initial attempts at language are rewarded and patiently corrected, and he is given a varied and stimulating environment to which he can respond linguistically.

Families at or below the poverty level provide a dramatically different environment for the child's language development. At a very basic level, there is considerably less opportunity to handle, recognize, and name objects at the early stage during which the child begins to differentiate the world around him. A simple catalog of the number and variety of things present in a poor household reveals its relative bareness as a stimulative environment for the child, not to speak of the absence of special toys for his use.

It is difficult to assess the significance of this barrenness, though there is general agreement that it is important. Recent laboratory studies of animals raised both in environments rich in object stimulation and in barren surroundings suggest that it is a factor of great importance. It has been pointed out that the homes of the early American pioneers were similarly lacking in object variety but, as Martin Deutsch argues, the pioneer child had a natural world of great complexity and interest around him, and, moreover, grew up to confront a rural social system rather than the complicated technical society children in urban areas must deal with. (1)

Perhaps more important than the simple lack of physical stimulation in the environment is the relative absence of communication with adults. The lower class generally is adult-oriented; the child's activities are expected to be kept separate from the adult's, and communication between the two is minimized. At the economic levels where survival becomes a matter of daily concern, children are to an even greater extent left to their own devices, and the tired and worried parents of large families may reduce communication efforts to a nod or a grunt or to sharp reprimands.

The tenuous contact with the adult is severely restricting on language development. The child gets only minimal help at the early stage of making linguistic sense out of the world around him, and at the stage of concept development, he lacks consistent adult help in the correction of normal childhood distortions.

These low communication levels have further consequences which emerge later when the child is confronted with the tasks normally set for him in the formal classroom, notably in poor memory habits and in inadequate use of language. In the middle class environment, the child is encouraged to remember largely through such adult stimulation as conversation about past events, or through consistent verbal reinforcement of past instructions. The result is, as Walter Loban points out, that "the low group says less, has more difficulty in saying it and has less vocabulary with which to express what it says." (7)

To the extent that adults do communicate with children, furthermore, both the style and content of the verbal interaction provides little encouragement for the kind of linguistic skills which later formal learning demands. When the parent is himself poorly educated, he is unlikely to encourage questions from the child, and thus seldom provides a model for him of the adult as a source of information or of concept development, much less of linguistic fluency and correctness.

"It is a standard American complaint that four-year-olds are forever asking, "Why this? Why that? Daddy, Mummy, tell me why." Not these children. They do not wonder why. Curiosity, the marvel of observing cause and effect, the joy of finding out -- which power the development of knowledge -- have laid no deep mark on their lives. How is a child to learn to wonder if those about him have not demonstrated wonder by asking questions and giving answers?" (3)

Nor is the general communicative climate of the crowded, urban, disadvantaged home conducive to the most basic condition for formal learning: attention to what is being said by an adult. The noise level is often very high, and Deutsch and others have speculated that in such a setting, the child is most likely to tune out speech as being merely an addition to the noise. What he is likely to learn, then, is a functional kind of inattention to verbal communication.

"Children whose out-of-school lives are surrounded by noises develop the ability to select what they will and will not hear; that is, they develop the ability to allow certain items to come to the level of consciousness, while others are ignored or relegated to oblivion or subconsciousness. Success in school life and in school work depends in part on their developing a new code of items to be weighed consciously. Frequently, for instance, they have learned not to hear the voice of the adult unless it represents a threat to security." (3)

Educators and researchers agree that these severely limited experiences cause gaps in the development of these children.

"The most apparent handicap to their progress in school is the absence of an adequate language with which to clarify ideas and to communicate with others at school. These children have little understanding of things, places, events and people commonly familiar to others entering school. They have vague knowledge of and little confidence in themselves and they do not mix well with others." (3)

The linguistic deprivations in the primary years have far reaching effects. Cognitive theory over the past several decades points increasingly to the crucial importance in the child's conceptual development of language as the codifier of meaning and as the vehicle for complex thinking. Indeed, there is some recent speculation by Piaget and others to the effect that if certain crucial processes in the sequential development of conceptual skills do not occur at the proper time in childhood there may be permanent impairment of higher conceptualizing functions.

Furthermore, research points to the fact that the present-time orientation of lower class life, enforced by its relative instability when compared with the middle class life situation, discourages the development of an effort-reward pattern consonant with the types of learning task which the school presents. Partly this may be a function of the lack of communication between parent and child discussed previously; surely, it is also due to the fact that the value of gratification-delay is not a part of the sub-culture itself, and parents do not deliberately set about shaping the behavior of their children to conform to a future-orientation. As an explanatory variable in the problem of improving language achievement among lower class children, it is in the view of some experts, at once the most important and the most difficult to overcome.

To this point, we have dealt with problems faced by all disadvantaged children of whatever ethnic background. In addition to those already mentioned, the native Spanish speaking children, unfamiliar with the English language when they enter school, face an added educational handicap. In this regard, a resolution concerning the education of bilingual children presented by the Southwest Council of Foreign Language Teachers in January, 1966, is of particular interest. Some paragraphs from the Resolution follow:

Bi-ling. educatión

> AND WHEREAS language deficiency, both in the mother tongue and in English, is one of the main causes of failure in school and of poverty afterward,
> AND WHEREAS we know the importance of the mother tongue both as a medium for concept development and as a means of building confidence and security in children whose English is non-functional,
> AND WHEREAS the early acquisition of literacy in the mother tongue is known to facilitate the learning of a second language,
> AND WHEREAS our present educational policies, by preventing the full development of the bilingual child, squander language resources which are urgently needed by our Nation and which must be expensively replaced under the National Defense Education Act,
>
> BE IT THEREFORE RESOLVED
>
> THAT in the interest of our bilingual children and in the public interest a new policy regarding language education be widely adopted in bilingual areas, to wit:

That throughout the Southwest, wherever suitable conditions can be provided, schools plan a program of bilingual education in which non-English-speaking children can be given curriculum-wide instruction through the medium of their vernacular in the regular school day, especially in the pre-school and primary years,

That effectual instruction in and through the medium of English also be developed, based in the early stages on special techniques for teaching English as a second language,

That policies which prohibit the speaking of languages other than English on school premises be reviewed in light of new knowledge concerning the psychology of language and language learning,

That, recognizing the importance of the mother tongue as a symbol of an inherited culture and as an enrichment of our total culture, all bilingual citizens be encouraged to cultivate their ancestral language as well as the official language, English." (10)

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There is overwhelming evidence that the "disadvantaged" children both English and/or Spanish speaking - like others - want to learn and can learn. The school's task is to provide the environment and plan the educational experiences to enable them to progress happily and continuously.

"What a child learns in the early years of school - about himself, others, his world, and the ways of thinking and behaving - influences his attitudes toward school thereafter. Through the way he is treated, particularly by his teachers, he learns to think of himself as a person of importance or as one who is inferior." (3)

As Gans and others have pointed out, the learning goals set by teachers often not only do not make sense to the lower-class or linguistically handicapped child, but in some measure represent a demand to reject his own values, and through them, to reject the people who are important to him. (5)

The feelings of personal worth and the self-confidence which enable him to take active interest in school and to attack the problems he faces are largely reflections of an environment where he is understood and valued as a person as well as a learner. In this environment, the image he develops of himself generates power to move ahead rather than to retreat. (3)

Bilingualism: Its relation to Intelligence and to Learning; Its values.

Among reasons given by school administrators and educators for not encouraging the study of a second language in the elementary schools was that bilingualism might possibly hinder the development of children in their other school subjects. With relation to the Spanish speaking children, school authorities have in the past, discouraged the use of Spanish because they felt that this might conflict with their learning of English.

This theory does not take into account several factors:

1) important conceptual growth may take place in any language. The task of the teacher would then be simplified since she would merely have to add another symbol to an already familiar referent;
2) the development and use of one's native language may facilitate the learning of a second language; this would be especially true when both languages use the same system of writing and when they contain many cognate words;
3) bilingualism does not retard learning. With relation to this point several studies may be cited:

Lambert's and Peal's recent experiment arrived at the following conclusions:

"This study has found that bilinguals performed better than monolinguals on verbal and nonverbal intelligence tests. These results were not expected because they constitute a clear reversal of previously reported findings. How can we account for this difference in intelligence between the two groups? An attempt will be made here to integrate the explanations presented above into a description of the differences between the groups which may partially account for their differences in intellectual functioning.

"The picture that emerges of the French-English bilingual in Montreal is that of a youngster whose wider experiences in two cultures have given him advantages which a monolingual does not enjoy. Intellectually his experience with two language systems seems to have left him with a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities, in the sense that the patterns of abilities developed by bilinguals were more heterogeneous. It is not possible to state from the present study whether the more intelligent child became bilingual or whether bilingualism aided his intellectual development, but there is no question about the fact that he is superior intellectually. In contrast, the monolingual appears to have a more unitary structure of intelligence which he must use for all types of intellectual tasks.

"Because of superior intelligence, these bilingual children are also further ahead in school than the monolinguals and they achieve significantly better than their classmates in English study, as would be expected, and in school work in general. Their superior achievement in school seems to be dependent on verbal facility. Those monolinguals who do poorly in their English study apparently fail to identify either with the English or the French cultural groups. In contrast, those monolinguals who do well in English, have closely identified themselves with both communities." (17)

Studies by Johnson, Flores and Ellison at the University of Illinois and that of Lopeto corroborate the finding that the addition of a foreign language to the elementary school curriculum not only does not retard children in their learning of other subject areas but may, in fact, help them in the development of vocabulary and reading comprehension. (15, 16)

Attitudes play a crucial role in learning as studies by such researchers as Wallace Lambert, Theodore Anderson, Joshua Fishman and Bruce Gaarder have pointed out. The teaching of the learner's native language results in his feeling of pride and success - powerful stimulants to further learning. Conversely, not teaching their language leads to despair and frustration.

Bruce Gaarder makes this point dramatically when he states, "The education of bilinguals is so grossly misdirected in our nation that uncounted thousands of our bilingual children have grown up completely illiterate in the mother tongue and often with a substandard command of English. The concern is not solely for the waste of a great linguistic resource. There is too often the loss of the speaker along with the language." (14)

This writer states as justification for teaching children foreign languages in a book with that title: (4)

"Today's pattern of mobility and migration often results in everyday contacts between groups having different native languages - contacts which would be immeasurably improved by the inclusion of the appropriate second language in the curriculum. Three advantages immediately come to mind. First, the integration of newcomers into a community would be accelerated if the children understood each other and could play together. Second, the problems that always beset the second generation of immigrant families would be mitigated if the children took pride in their parents' language and customs, which certainly would be the case if their language were offered in the school. Third, the children whose native language is not English could take an active part in helping their classmates learn the second language. Consider the feeling of status that the children would gain by being able to help their classmates - a feeling desperately needed by children who may have been uprooted from their environment."

The value of bilingualism to the non-English speaker - for instilling in him a feeling of self worth - is now generally recognized. As important is the fact that more and more public officials appreciate its value to native English speakers. Joshua Fishman, Director of the Language Resources Project, writes: (13)

"They are now more frequently viewed as commanding a gift, a rare commodity, a skill which has "suddenly" become a valuable asset for the country, and therefore, for themselves as individuals. As a result, there have been a number of recent efforts to study the distribution of this commodity and to consider ways of safeguarding it. The Language Resources Project itself may be viewed as one such effort; there have been a few others and there could be many more if it were fully and finally decided to pursue a consistent and effective policy of language maintenance, reinforcement and development. We urgently need high level concern with the formulation of such a policy in full awareness of its purpose, its costs and its risks."

Theodore Anderson's viewpoint embodying both the values of bilingualism to the native Spanish speakers and to the English learners of Spanish will be found at the end of part 3 of this section.

The Advantage of Early Foreign Language Learning

There is general agreement among educators that childhood is the best time for learning a foreign language. On the basis of wide reading, personal observation and experimentation, the writer of this section of the present report wrote in 1963:

"Childhood is the ideal period for acquiring a native or near-native pronunciation. Medical evidence, experimentation, and objective observation have proven conclusively that children learn foreign languages more quickly and more accurately (at least as far as pronunciation is concerned) than adolescents or adults because of the flexibility of their speech organs, their lack of the inhibitions that are typical of older persons learning a language, and their apparent physiological and psychological need to communicate with other children."

"To children, a new way of expressing themselves, particularly if it is associated with a normal class activity, presents no problem. Children make no attempt to analyze language as adolescents or adults do. They do not immediately compare what they hear or say in the new language to English. They experience no conflict because of similar or completely dissimilar language items in English. They do not look for difficulties."

"Childhood is the best time to acquire the beginnings of goodwill and intercultural understanding. Children are singularly free of prejudice, and enjoyable classroom or out-of-class experiences which familiarize them with the customs or mores of another country create lasting impressions. Concomitant outcomes of their language study are the appreciation of the basic oneness of all mankind and the realization that differences between peoples do not signify either superiority or inferiority."

"The current emphases on understanding and speaking the language and on developing cultural pluralism require new approaches, materials, and teaching skills. The teacher's major role in the new program (known as audio-lingual, audio-oral, or aural-oral) differs from the one he played when reading and writing skills were stressed. His major role today, particularly at the elementary level, is to engage pupils in pleasurable, varied practice so that their understanding and speaking - and later their reading and writing - of the authentic foreign language will be natural and habitual." (4)

The widely quoted experimentation and writings of Wilder Penfield, with relation to language development, served as one basis for the writer's statements. Penfield writes, "....for the purposes of learning languages, the human brain becomes progressively stiff and rigid after the age of nine." (9) In a later article, Penfield reinforced this premise by stating, "....the uncommitted cortex must be conditioned for speech in the first decade." (18)

Drs. Gesell and Ilg of the Gesell Institute of Child Development had given still another basis for this rationale. They write: "The present trend toward providing opportunities for second language learning in the early grades indicates a clearer recognition of the patterns and sequences of child development. The young child enjoys language experience. ....With favorable motivation, he is emotionally amenable to a second or even a third language..... The early linguistic experience may be forgotten, but the second language, spoken and enacted, will make the child aware of other peoples, broaden his outlook, and facilitate the intellectual acquisition of a second language at a later and higher level." (6)

Since language and the culture which it reflects are inseparable, the values which accrue to the language learner are far greater than the mere acquisition of another mode of communication, important as this is. Wesley Childers writes, "A foreign language gives the young child a better preparation for understanding the big world he lives in; it gives a third dimension, 'my world' to those of 'my family' and 'my country'. By immersing himself in the language and customs of a foreign people, a child begins unconsciously to identify himself with humanity in general." (12)

Wiley Parker's excellent discussion guide, "The National Interest and Foreign Languages" as well as numerous, documented statements issued by the Modern Language Association of America underscore the fact that a much longer period is required than the two or three years of study in secondary schools formerly accorded foreign languages. "It recognizes the fact that real proficiency in the use of a foreign language requires progressive learning over an extended period." (8)

This premise takes into consideration the currently accepted objectives of foreign language teaching - the learner's ability to understand and speak the second language as well as to read and write it. Formerly, the primary objective of language teaching had emphasized primarily the ability of the learner to read with ease and enjoyment.

Much of this research is too well known to require further documentation. In conslusion, it is pertinent to quote Theodore Anderson's words since they deal with several problems which underlay the Bilingual Readiness Project: (11)

"A carefully planned and executed program might be expected to yield ..... the following:
For English-speaking children:

1. A Spanish FLES program in grades one through six articulated with a continuing high-school program in grades seven through twelve and embracing altogether six levels of instruction.

2. Unusually favorable circumstances for learning Spanish because of the constant association with Spanish-speaking children.

3. A direct personal awareness of some of the cultural values held by the Spanish-speaking community.

4. With this direct knowledge, hopefully increased cross-cultural respect and appreciation.

For the Spanish-speaking children:

1. A better knowledge of English resulting from its recognition as a second language.

2. A better knowledge of Spanish resulting from its recognition as a mother tongue.

3. Increased confidence and better educational achievement resulting from tasks better adjusted to the learning capacity and readiness of the pupil.

4. A sense of being accepted and appreciated resulting in greater pride and fulfillment as an American.

Surely these are plus-values worth striving to achieve. The technical and psychological difficulties only increase the challenge and hence the sense of excitement. And I believe it is apparent that under such circumstances FLES could help conserve Spanish as an important national resource and would itself benefit from the increased significance of its educational role."

Purposes, Objectives and Hypotheses

Purposes

We sought to gain additional insights and information related to two major concerns in American education today: first, the need for teaching English and enhancing the self-concept of the millions of speakers of other languages and other dialects residing within the United States; second, the urgency of developing skills in using foreign languages among our native English speakers in order to meet our national and international responsibilities.

We hoped to demonstrate that both of these needs could be met concurrently within existing school organizations in multi-cultural and multilingual areas of the United States.

Objectives

1. To develop bilingual readiness in English-speaking and Spanish-speaking children.

2. To promote among native English speakers positive attitudes toward the language and culture of other groups.

3. To stimulate Spanish-speaking children toward comprehension of and communication in English as quickly as feasible.

4. To motivate English-speaking children to communicate in Spanish and to develop the skills needed to do so.

5. To enhance the self-concept of native Spanish speakers by helping them feel pride in their language and culture through the status given the Spanish language by its use as one of the vehicles of communication in their classrooms.

6. To foster the development of a positive self-image among Negroes as they participated in an experience - that of learning a foreign language - infrequently offered to Negro children in school situations in the past.

7. To utilize the natural pride in one's own cultural heritage and language as the springboard from which to make the transition to another culture and language.

8. To develop bilingualism and to enhance the self-concepts of English speaking groups - Negroes and others - and Spanish speaking groups - within the framework of the existing curriculum of the kindergarten and the first grade.

9. To make contributions to the growing professional literature on the effects of bilingual training on learning.

10. To develop an approach and methodology for an early childhood program in which two languages would be taught concurrently by one teacher.

11. To adapt existing materials and/or prepare new ones for use in the program.

12. To experiment with informal instruments of evaluation in order to measure children's growth in oral language development both in English and in Spanish.

13. To utilize techniques such as sociograms, flow charts and role playing to note changes in attitudes of the children to each other as well as the enhancement of self-concepts.

14. To bring about mutually accepting relationships among parents whose children would participate in the program. (We expected that the enthusiasm engendered by the program and the status given to Spanish speaking and Negro parents would stimulate the inception of additional school and community projects in which these and other parent groups could cooperate.)

15. To encourage school systems to initiate foreign language programs in primary grades.

16. To make colleges and state certification boards increasingly aware of the value of developing a high degree of competence in a foreign language among prospective teachers who would thus be better prepared to serve as teachers in similar bilingual programs.

Hypotheses

Among the hypotheses made were the following:

With relation to the Negro children:

1. A positive self-concept would result from their being included in an activity - learning a foreign language in elementary school - from which many had been barred in the past.

2. A feeling of self-worth would derive from the fact that they would often be called upon to explain something in English to their Spanish speaking classmates.

3. The positive self-image would affect the way in which they would relate to other school learning experiences.

4. Some dialectal problems would be reduced or completely erased - a possibility at this learning level - as standard English was stressed in giving the equivalent words, expressions or sentence patterns for the Spanish being learned.

5. The children would not feel they were being singled out to learn a new dialect since everyone in the class would be learning it.

With relation to all children from a disadvantaged environment:

6. Conceptualization and language development would result from the numerous activities we would plan for listening to stories, songs, poems, finger plays and for participating in many pleasurable and meaningful activities.

7. Reinforcement, retention and wider use of language would come not only from the fact that the same material would be presented and practiced in two languages - Spanish and English - but also from the fact that the centers of interest used in the Program - and thus the areas of vocabulary - would be those of the regular early childhood program.

8. The need for learning how to listen would be met as the children tried to grasp the meaning of well-loved stories and songs in two languages; as they were asked to echo many words and sentences which recurred in stories; as they engaged in many dramatizations, language chain drills and guessing games where their response depended on listening to the teacher's or other children's cues.

With relation to native Spanish speaking children:

9. The resentment toward their parents who, many sometimes felt, were at the root of their feeling "different" in the school where only English was spoken and used, would be lessened.

10. They would acquire a feeling of status and self-respect when they found that their "different" language was a vehicle of communication in their class.

11. Their self-concept would be enhanced as they were asked to teach a song or a dance, start a Spanish language chain drill or explain or act out a language concept.

12. Their learning of English would be facilitated and accelerated as they were given two symbols concurrently - English and Spanish - for basic concepts.

13. They would make greater efforts to learn and use English as they received the approbation of their English-speaking classmates to whom they were helping teach Spanish.

14. Prejudices relating to their presence in the classroom or community would be reduced or eliminated as other groups realized that their native language and culture were valuable enough to be taught to others.

15. Their presence in the classroom, making the teaching of Spanish possible, would be considered an asset and not the handicap many teachers and community members had thought it. (This was due in great part to the fact that when non-English speaking native Spanish speakers are placed in classes with other children, the teacher is forced to spend part of the school day giving them special English instruction. Some felt this was time "taken from" the other children.

With relation to native English speakers:

16. They would be capable of learning a foreign language - with some individual differences depending on native ability.

17. They would acquire a native or near native pronunciation.

18. They would learn to appreciate the cultures of other children.

METHOD

Selection of Schools

1. Two schools were selected for section F of the Bilingual Readiness Project. Both were in areas of population transition; that is, in areas (hitherto predominantly English speaking white) in which significant numbers of Negroes and native Spanish speakers now lived. One school was in a poverty area, most of the children coming from a low-income housing project; the other in a so-called "middle class" community.

2. Six classes were used in each school over the two-year period: three kindergarten and three first grade. Wherever possible, during the second year of the study, the children who had been in the kindergarten classes continued in the bilingual program in first year classes; three new kindergarten classes were selected in order to try out the experimental material which had been edited and refined during its first year of use. (The two-year continuous program was not always possible because of the high incidence of mobility in the population).

Selection of Children

1. The composition of the classes was as follows: one third Negro children, one third native Spanish speakers, one third others. There were 24 children in each class. Because of the mobility mentioned

above, it was not always possible to maintain this proportion.

2. The children were selected on a random basis. The classes were not organized according to any criteria such as native ability; oral expression, etc. (It is interesting to note that five of the children had some physical or speech impairment due to brain damage at birth.)

Time Schedules

1. The program was implemented in one school in the morning and in the second school in the afternoon since six classes - three kindergarten and three first grade - in the two schools, which were about three miles apart, could not be included during any one session.

2. The Bilingual Lesson - of between 15 and 20 minutes duration - was scheduled at a time when, it was thought, children's attention would be at the highest possible level. (Children of this age still have a very short attention span.) Periods directly after gym or between difficult activities were found not to be advantageous. The period after morning or afternoon snack time was found to be a good one.

3. The Bilingual Teacher remained in each school the entire morning or afternoon. This enabled her to note any effect of the lesson on the children in their regular classes; to confer with the classroom teachers about the correlation of curriculum and materials; or to work with individual Spanish speaking children who needed special guidance.

Project Personnel and Their Roles

The Staff of the Bilingual program consisted of the Director, the Bilingual Teacher, a Psychologist, a Curriculum Specialist, a Curriculum Writer, a Music Specialist, a Language Specialist and a part-time Secretary. The New York City Supervisor of the Early Childhood Program acted in an advisory capacity and attended all staff meetings. All project personnel was expected to attend all staff meetings and to contribute to this Final Report.

1. The Bilingual Teacher -

a. met with six classes in two schools five times a week, about fifteen minutes per day.

b. prepared daily lesson plans based on the material supplied by other staff members; e.g., Curriculum Writer, Language or Music Specialist.

c. made daily notations on the curriculum program to serve in future revision.

d. assisted in the preparation of school-wide programs, culminating activities, FLES conferences, and community meetings.

e. conferred with parents, teachers and school personnel as needed.

f. gathered props with assistance of Curriculum Writer.

2. The Curriculum Specialist -

a. met with classroom teachers involved in the Program for the purpose of orienting them to its goals and objectives.

b. evaluated curriculum content.

c. assisted in the training of the Bilingual Teacher.

d. served as a liaison with the schools and the district superintendent.

e. helped in the setting up and selection of classes for the second year of the program.

3. The Psychologist -

a. observed the children during the Bilingual class and often during regular class periods.

b. prepared sociograms and flow charts (with the assistance of the Curriculum Specialist).

c. sought and evaluated parent and teacher reaction.

d. prepared anecdotal records for several children.

4. The Curriculum Writer -

a. helped prepare over-all curriculum materials (unit themes or centers of interest; stories, songs; games and activities under each theme).

b. refined materials based on staff evaluation and teacher feedback.

c. selected and procured necessary props.

d. wrote original stories (where deemed necessary) and adapted, simplified or translated these from the English.

e. revised curriculum materials after the first year.

5. The Music Specialist -

a. prepared, adapted or revised songs and rhythm activities based on the themes (and vocabulary) of the various units.

b. evaluated curriculum content with emphasis on musical activities.

c. observed the Bilingual Program one day a week (with special focus on the songs and rhythm activities) and prepared a report on each visit.

6. The Language Specialist -

a. assisted in the initial and end year testing of all the children.

b. evaluated the curriculum with emphasis on its linguistic content.

c. observed the Bilingual Program one day a week and wrote reports about the children's reaction to the curriculum content.

d. helped to draft this Final Report.

7. The New York City Supervisor of the Early Childhood Program -

a. assisted in the orientation of classroom teachers.

b. acted as liaison with the Early Childhood Division of the New York City Board of Education.

c. contributed suggestions correlating the Bilingual Project Program activities with those of the Early Childhood Program.

The Curriculum Design

1. Since this was a nationally sponsored Project and one which we felt could be extended to other areas containing similar population groups, curriculum bulletins and children's textbooks from many sources outside of New York City were studied for themes, activities and methodology.

2. The themes and centers of interest around which experiences and activities in the program were centered were those recommended for the early childhood program. The materials were selected from among those already used by the Early Childhood teachers. In addition, extensive use was made of audio-visual materials related specifically to the culture of Spanish speakers.

3. Stories and songs were used extensively. These were of English or Spanish origin, translated and/or simplified for use with five and six year olds. Some stories and songs, about the circus, for example, were written by a curriculum specialist or by the music specialist. The stories selected were those with which children could identify and which contained repetitive motifs leading to extensive listening to and repetition of basic patterns of language and vocabulary which are known to be of high frequency.

4. A theme or center of interest was generally of two to three weeks duration except for special holiday units (Hallowe'en, Thanksgiving, Election Day) which were presented on one or two days only.

5. Both target languages, English and Spanish, were used in the classroom. Spanish, however, was the language of communication about 60 percent or more of the bilingual class time. We had two major reasons for concentrating on Spanish: 1) We knew that children would hear English for the remainder of the school day; 2) The attention to Spanish would enhance the self-concepts of the Spanish speakers as they helped their classmates learn the new language.

Methodology

1. The introduction to a language learning experience such as listening to stories, dramatizing stories or dialogues, singing, engaging in finger plays or games was either in Spanish or in English depending upon the origin of the material and the supporting audio-visual materials available for associating concept and sound.

2. Provision, however, was made for subsequent emphasis in both Spanish and English of the story, song, poem, etc., which had been introduced in either of the target languages.

3. A conscious effort was made to re-enter and keep alive in later units all language items which had been previously introduced. A cumulative chart was maintained of all language items and expressions which had been used, with specific notations re 1) the unit theme in which they had first been presented; 2) the extent to which they had either been made part of the children's active vocabulary at that time or remained recognitional items; that is, understood by the children in listening experiences.

4. The same story was told and dramatized in Spanish (primarily) and in English, five or six times within a unit. Each telling was dramatized and clarified with real objects, giant picture books or loose pictures.

5. With each story re-enactment - on succeeding days - children were expected to make different responses.
   a. The first time, they would listen attentively as the teacher told the story with the use of real or pictorial material;
   b. The second time, they would imitate the teacher's gestures or rhythmic movements at appropriate points in the story;
   c. The third time, they would be asked to repeat in chorus (at the teacher's signal) expressions which recurred several times in the story.
   d. The fourth time, individual children would be expected to answer simple questions, asked in Spanish or in English, in either language;

e. Next, the children would be expected to dramatize the story, saying several words or expressions.
f. Subsequent dramatizations by the children of the story required longer sustained use of language.

6. Procedure five above may require further clarification:
   a. Generally, children were permitted to respond in Spanish or in English to questions which the teacher asked in either target language. Occasionally, however, the bilingual specialist indicated that she desired a response in one or the other language.
   b. Generally, the native Spanish speaking children were called upon to take roles in the first few dramatizations of the Spanish stories. This procedure served three purposes:
      1) their self-image was enhanced;
      2) the English speaking children had more opportunities of listening to authentic native Spanish.
      3) the English speaking children heard the foreign language spoken by voices other than the teacher's.

7. All presentations were live by the teacher. It was felt that the use of tape recorders for the initial presentation would not permit the children to concentrate their entire attention on the teacher's gestures and on the supporting visual materials. Tape recorders and phonograph records were used occasionally for sound effects with the initial presentation. They were used also to accompany dances or choral singing.

8. Puppets were used extensively. They enabled the teacher to take more than one role in dramatizing a story. They also provided the anonymity some children need initially when speaking their own language or a foreign language.

9. Techniques generally used by foreign language teachers in upper level classes were tried. We included numerous repetitions of important language items through chain drills, questions and answers, directed practice and language games.

10. Many materials with high sensory appeal were used, with frequent opportunities for children to handle and manipulate them, to smell them or taste them.

11. Only basic items were reinforced through repetitive practice. Some items, e.g. a seal (una foca) used in the zoo and circus units, were not reintroduced in later themes.

12. The use of large muscles and the need for movement was provided for in many games and dances.

The Preparation of Instructional Materials

The preparation of the daily lesson plan used by the Bilingual Teacher included several steps and involved teachers, the curriculum coordinator, language specialist and music writer assigned to the Project, and the director.

1. All the themes of the Early Childhood Program were listed.
2. We discussed with the teachers those they planned to use during that school year.
3. We decided on twelve major themes for each year.
4. We looked for English or Spanish stories within each theme and translated or adapted them.
5. We found or prepared appropriate songs, dances and finger plays for each theme.
6. We decided on the language items for special emphasis.
7. We gathered or made the materials (puppets, pictures, real objects, records, etc.).
8. We divided the entire unit into weekly units.
9. We indicated for each fifteen minute period the possible review activities (familiar songs, stories or playlets) and the new material (a new concept, story, language item, song, dance, etc.) to be introduced within the current theme or center of interest.
10. We asked the Bilingual Teacher to prepare detailed daily lesson plans.
11. We asked the Bilingual Teacher to indicate, after presenting the lesson, whether the content was too extensive, insufficient, too mature, etc.
12. We re-evaluated and revised each unit.

Teacher Orientation and Participation

1. Several meetings were held with the regular classroom teachers to explain the aims of the program; to get the benefit of their observations and their reaction; to ensure that the bilingual lesson would become an integral part of the children's school day. Incidentally, the classroom teacher remained in the room throughout the lesson.

2. The Bilingual Specialist and other staff members assigned to the Project met frequently with the teachers to discuss points of correlation between the regular and the bilingual programs. Themes stories, songs, dances and instructional materials were discussed and shared in order to reinforce concepts and language expression and to create the idea of unity and continuity in the minds of the children.

3. Teachers were urged to refer during the day to the Spanish lesson by leading the children to sing the songs, engaging them in dances or asking them how they would say in Spanish, items learned during the bilingual lesson.

Evaluation

Several techniques were used to measure the effectiveness of the program:

1. During the first year, the Bilingual Teacher was observed each day during every period. An observation form had been prepared and was filled out each time. During the second year, frequent observations were made by the curriculum and music specialists who also served as observers. The observers were asked to note the ability of the children to follow directions; to repeat Spanish or English based on the teacher's model; to respond in Spanish or English to stimuli in Spanish or English. They were also asked to observe the length and growth of the children's attention span; the interaction among children; the carry-over of the climate of the bilingual classroom to the regular classrooms.

2. Sociograms and flow charts were used to evaluate attitudes of the children to each other and to the teacher. They were used also to indicate the children's development in oral expression in either target language.

3. The Project observers as well as members of the school staff talked to parents and community leaders to seek their reaction.

4. The Project staff met with teachers and administrators to discuss their observations and findings with relation to the effect of the Project on the children partaking in the Bilingual Program; on other children in the school; on other teachers; on parents of the children involved; and on other parents.

5. Children were tested individually at the end of each year of the experiment. They were tested in both target languages - English and Spanish - in comprehension and production.

6. The members of the Bilingual Staff were asked to submit their evaluations of the Program with emphasis on their area of specialization and on its relation to the overall Project objectives. Their general evaluation was also eagerly sought. The Director asked them to use the following guidelines:

   1. The Development of Bilingualism

      a. Was it achieved? To what extent? If not, why not?

      b. How did classroom organization and curriculum (including materials and techniques) affect its attainment?

      c. What role did the classroom teacher play?

      d. What aspect of the program (with regard to bilingualism) should be modified in future studies?

   2. The Development of Desirable Attitudes

      a. How were the children of the three groups involved in the study given status and thus an improved self-image? (e.g., Classroom organization; child participation; curriculum; etc.) If this was not done, how could it have been done?

      b. How did parents react? What attitudes were noted in parent relations? (Positive; negative)

      c. What attitudes in children did you observe or hear about?

      d. How could the Project in its organization and implementation have been modified to achieve this goal to a greater extent?

Additional Notes Related to Curriculum Design and Development

Since the Bilingual Readiness Project was concerned primarily with curriculum demonstration, it may be desirable to go more deeply into several facets of the curriculum design so that readers of this Report and other researchers may acquire additional insight into a few of the principles from which some of our practices evolved.

The brief outline of METHOD above does not reflect the vast amount of thought, planning and revision that went into the preparation of Program content. (Samples of units and stories will be found in Appendix B.)

Flexibility of Design

The Program was a flexible one in every respect. There was continued observation and evaluation by all members of the Bilingual Staff and changes based on these were made frequently in content and approach. In addition, the Bilingual Teacher was encouraged to change the plan for the day at any time she considered such a change feasible; i.e., when some activity in the school made other kinds of language "discussion" more appropriate or when a program change, which may have caused restlessness on the part of the children, suggested that singing and dancing for the entire lesson would constitute a more legitimate activity than listening to a new story.

Where bilingual songs (those with equivalent words) did not exist these were prepared by the Music Specialist. When problems of rhythm or language equivalents made even especially prepared bilingual songs unfeasible, existing songs were introduced in the two languages based on the same theme; e.g., Mi Granja (My Farm) and Old MacDonald Had a Farm. Songs and dances were not only those of Puerto Rico. Their source was the whole world of Latin-American countries so that the native Spanish speakers - children and parents - could take pride in the wide extension of their Spanish heritage.

A spiral approach was used in the introduction of the centers of interest. We knew that, with careful planning of activities, as children grew in maturity and experience, they would gain the ability to talk about the same situation or activity in more complex speech patterns using a more extensive vocabulary. Thus many themes that had been introduced in the kindergarten, were re-introduced in the first year. The language patterns and concepts taught were more complex and of a greater variety. Adjectives and adverbs were introduced more freely in this second stage. Children were encouraged to make alternate responses and to indicate (in either language) what a picture, a gesture or a story suggested to them.

Some Guiding Principles in Second Language Learning

The same flexibility - but within carefully established guidelines - characterized the procedures and techniques included in the curriculum and recommended to the Bilingual Teacher. The rationale for these procedures was that commonly agreed upon by foreign language specialists. This statement may be of particular interest today because of the possibility, expressed by some specialists, of using "foreign language" techniques in helping English speaking learners make the transition from a substandard form of English to standard English.

Some of the principles which were translated into practice included:

1. Effective teaching of a foreign language results from careful planning

which includes a multiplicity of approaches and a wide selection of language producing activities.

2. Learning a language means forming new habits through intensive practice in listening and speaking.

3. The primary emphasis is always on oral language in actual use.

4. Learning a new way of expressing oneself when associated with normal class activity presents less of a problem to children.

5. Language is practiced in everyday situations with which children can identify. The children themselves, their environment and their experience should be the starting point for any lesson.

6. New patterns of language are introduced and practiced with vocabulary children already know.

7. Habitual or spontaneous use of the most common language patterns is more important than the acquisition of an extended vocabulary at the beginning stage.

8. Frequent review and re-entry of the same material in appropriate, everyday situations is necessary for retention.

9. Very little new material is introduced in any lesson.

10. Motivation and incentive are necessary for successful performance. The environment and activities of the language classroom should provide the children with the activities which will stimulate their desire to listen to and speak the language. Among language activities in which the children are engaged are: listening to and carrying out directions; listening to and making statements; listening to and answering questions; listening to cues and giving answers; making inferences from several cues (as in guessing games).

Procedures and Techniques

The techniques advocated were also those used in foreign language classes. For example:

1. In each 15 minute language period, in addition to the "warm up" in which the Bilingual Teacher reviewed familiar songs, stories, playlets, she introduced something new - a new concept; new audio-visual material for reinforcing a familiar concept; new language items; or new ways of using previously taught language items within the context of the current theme or center of interest. The lesson closed with familiar material again; a rhythm play, dance or song. (A list of activities will be found in Appendix A.)

2. Wide use was made of brief conversations or dialogues containing words and phrases of high frequency which we hoped would become part of the children's active vocabulary. The dialogues were repeated again and again. Often patterns from one dialogue were used in different, appropriate contexts and situations. These conversations between teacher and children and, more often between one child and another, helped the children develop insight into the use of the same language in more than one situation.

   While in the early stage language expression by the children consisted of rote repetition or an echo of utterances such as ¿Como te llamas? Me llamo - ¿Cómo estás? Estoy bien, gracias, etc., later stages called for more involved language patterns and for a free response or choice by the children: ¿Qué tiempo hace? ¿Qué día es hoy? ¿De qué color es _______?

3. Initial presentation of new material was always "live". The children listened to the teacher as she told a story, sang a song, or acted out a dance. As was noted above, meaning was facilitated through the use of giant picture books, pictures, real objects, toys, puppets and gestures. A conscious effort was made to choose stories and pictures with which children of minority groups could identify and which would give them status in the eyes of their peers. Sometimes, a summary of a story or song was given in English prior to the story-telling or singing in Spanish. When necessary, an English equivalent of a word or expression was given.

4. In "free" response activities children were seldom told, "Say it in English" or "Say it in Spanish". They were permitted - indeed encouraged - to respond in either language.

5. Spanish speaking children acted as "informants" when Spanish was the language being emphasized; English speaking children, when English was being emphasized.

6. Activities that encouraged the highest degree of interaction among the children were engaged in. Children chose their own partners for games and dances; children exchanged toys and other objects with other children. It is important to underscore the fact that the use of language (Spanish or English) always accompanied these activities.

7. While songs, dances and games were an important aspect of the program, generally no more than one song or game or dance was introduced in one week. Children seemed to prefer to review familiar ones. As noted above, review of songs and dances was written into every lesson plan in the "warm-up", review or summary steps.

Materials, Songs and Games

The use of special materials made the development of language skills a pleasurable activity to which the children looked forward with eagerness and enthusiasm. These materials or "props" were used to introduce and reinforce language items and concepts to be taught. Many of them were easily available in the Early Childhood classrooms: a dollhouse, miniature furniture, toy telephones, toy stores (grocery, fruit, clothing) musical instruments and the myriad other items which are generally used at the Early Childhood level. The Bilingual Teacher used the guitar to accompany the songs and dances. (See Appendix for a complete list.)

Some of the material used was real; some was miniature; some were toys. A most effective prop was the toy telephone which the children used to call each other and to engage in a conversation. Since the toy telephones had been introduced in an all Spanish activity, all the "conversations" with them were in Spanish.

Pictures were also valuable and effective. Pictures and props were used interchangeably to create interest and provide variety. Giant Picture Books were used to introduce the stories. These were generally based on well-known children's stories, simplified to eliminate unnecessary language. The large, simple action pictures usually obviated any need for explanation or "translation" since in preparing the picture books and writing (or adapting) the stories, a direct association between the picture and the accompanying language pattern had been made.

Puppets were another exciting means for language practice. They were sometimes just a girl and a boy puppet or most often, a character from a Giant Book such as "Muffin". When these were first used in dramatizations, the Bilingual Teacher took both roles. Then one child was chosen to assume one of the roles while the Bilingual Teacher took the other. Finally, when the children felt secure with the language patterns needed, two children would manipulate the puppets and engage in the conversation taught. The children considered these puppets "old friends". In fact, when the Bilingual Teacher planned to bring in a new storybook character puppet, she would say, "Tomorrow I'm going to bring you a 'new friend'."

Songs, of course, were an essential part of every language period. They were used to open the language lesson and to say goodbye for the day; to introduce a new theme; to practice language items, or at times, just for fun and enjoyment in a shared activity. Songs were taught both in Spanish and English. As was previously stated, where bilingual songs did not exist in music publishers' works, either special songs were prepared or songs were introduced in the two languages which were based on the same theme; i.e. - "This is the Way We Wash Our Clothes" and

"Los Quehaceres de la Casa". (A list of songs will be found in the Appendix C.)

The playing of games was another technique used by the Bilingual teacher to foster enthusiasm and to reinforce learning. The games used by the Early Childhood teachers were those used by the Language Teacher as well. They provided interest and variety to the lesson; they increased the children's understanding of the second language; they induced the children to produce the new language. An excellent example of a game children loved and responded to is "Simon Says" or "Simón dice". "Touch your head" or "Tócate la cabeza".

"What's missing?" or "¿Qué falta?" is another game that was used for enjoyment and reinforcement of vocabulary and language patterns. It was varied to practice different vocabulary areas - clothing, classroom objects, fruits, etc.

The games were played quickly between other activities to hold the interest of the children and, at the same time, to provide the physical activity necessary to children or a change of pace in the lesson. All games were played both in Spanish and English thus enabling the two language groups to practice language.

Reading Readiness

No attempt was made in the Program to introduce "formal" reading. There were planned, however, systematic activities which generally ready children for "textbook" reading.

The reading of stories by the teacher; the picture books whose pages they turned and whose pop-up characters they touched; the dramatization of incidents from the stories; surely stimulated the children to read.

The heightened perception of forms (squares, circles), shapes, textures, size, qualities and colors as well as the conceptualization in two languages were designed to facilitate comprehension.

Children were given many opportunities to understand and to talk about happenings sequentially as they were asked questions such as "And then what happened?" or as they were asked to place pictures of events in the order in which they had occurred in the story.

Moreover, the children saw and reacted to many printed words. They wore name tags; they said the date in Spanish and saw the Bilingual Teacher write it at the board; they looked at calendars and told what day it was; they saw the titles of story books and decided which one they wanted to hear again; they identified signs of toys or animals in their toy stores, zoo or circus.

RESULTS

The results reported hereunder are based on data from a testing program administered at the end of the project; from sociograms and from observations made by trained observers.

The informal tests - specially designed for the program - concentrated primarily on ascertaining the knowledge of Spanish gained by the native English speakers. This emphasis was based on two factors: 1) Spanish was used approximately 65 percent of the time during the bilingual lesson; 2) It would be less than honest to ascribe the growth of English skills in native Spanish speakers solely to the bilingual program since the rest of their school day - approximately three hours - was conducted in English.

Since our original selection of schools and children was based on ethnic and socio-economic distribution, tables showing these are given below in order to make clear the divisions within the test results:

I

Table of Distribution of Children (in Section F of the Project)

N = 129

	No.	Pct.
Negro	48	37.2
Spanish Speaking	52	40.3
Others	29	22.5

II

Table of Distribution of Children according to Socio-economic Level

N = 129

		Negro		Sp. Sp.		Others	
	Total No.	No.	Pct.	No.	Pct.	No.	Pct.
Low Socio-economic	65	31	47.7	27	41.5	7	10.8
Middle Class	64	17	26.6	25	39.0	22	34.4

Test Results

a. Pronunciation Development

I

Quality of Spanish Pronunciation of Native English Speakers

N = 77

	Negro - 48		Others - 29	
	No.	Pct.	No.	Pct.
Near Native	10	20.9	8	27.6
Fair - Good	27	56.2	15	51.7
Poor	11	22.9	6	20.7

II
Quality of English Pronunciation for Native Spanish Speakers

N = 52

	No.	Pct.
Near Native	17	32.7
Fair - Good	17	32.7
Poor	18	34.6

III
Quality of Spanish Pronunciation of Native English Speakers according to Socio-economic Level

N = 77

		Near Native		Fair to Good		Poor	
	Total No.	No.	Pct.	No.	Pct.	No.	Pct.
Middle Class	39	11	28.2	22	56.5	6	15.3
Low Socio-economic	38	8	21.1	18	47.3	12	31.6

IV
Quality of Spanish Pronunciation of Native English Speakers at the end of two years.

A
Middle Class Area

N = 22

	Near Native		Fair to Good		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.
Negroes	2	33.3	4	66.6	0	0
Others	4	25	9	56.3	3	18.7

Quality of Spanish Pronunciation of Native English Speakers at the end of two years.

B
Low Socio-economic Area

N = 12

	Near Native		Fair to Good		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.
Negroes	3	27.3	6	54.6	2	18.1
Others	0	0	1	100	0	0

V

Quality of Spanish Pronunciation of Native English Learners at the end of one year. (Children who entered Kindergarten during the second year of the Project.)

A
Middle Class Area
N = 17

	Near Native		Fair to Good		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.
Negroes	2	18.2	7	63.6	2	18.2
Others	2	33.3	3	50	1	16.7

B
Low Socio-Economic Area
N = 26

	Near Native		Fair to Good		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.
Negroes	2	10.0	10	50.0	8	40.0
Others	2	33.3	2	33.3	2	33.3

b. Growth of Oral Expression

VI

Linguistic Participation at the end of the Project of All Children
N = 129

	No.	Pct.
Excellent	64	49.6
Fair - Good	26	20.2
Poor	39	30.2

VII

Oral Free Responses of All Children at the end of the Project.
N = 129

	No.	Pct.
Sustained	59	45.8
One Word	31	24.0
Echo only	39	30.2

c. Eleven native English-speaking children who had not been in the Kindergarten Bilingual Program, were placed in the first year class in the school in the middle-class community with children who had had one year of instruction. They tested as follows at the end of the Project:

Negroes	1 child - near native pronunciation and superior participation.
	2 children - good pronunciation and participation
Others	2 children - near native pronunciation and superior participation
	4 children - good pronunciation and participation
	2 children - poor pronunciation

A Sociometric Study -
(A sampling from the school in the low socio-economic area)

During the Bilingual Lesson

a. In responding to the request by the Bilingual Teacher to give a toy to a friend:
   1. A white boy gave it to a Puerto Rican.
   2. A Negro girl gave it to a Puerto Rican girl.

b. In choosing partners for singing:
   1. A Negro boy chose a white boy.
   2. A Puerto Rican girl chose a Negro boy.
   3. A white boy chose a white girl.

c. In selecting classmates to follow them in a game, the choices were as follows:
   1. A Negro boy chose a white boy.
   2. A white girl chose a white girl.
   3. A Puerto Rican boy chose a Negro girl.

d. In a "follow the train" activity:
   1. A white girl chose a Puerto Rican boy.
   2. The Puerto Rican boy chose a Negro boy.
   3. A Negro boy chose a Puerto Rican girl.
   4. A Puerto Rican girl chose a white girl.

During The Regular Classroom Activities

1. Work-play periods (self-selection)
   a. Shared Classroom Chores (Housekeeping)
      2 Puerto Ricans; 1 white; 1 Negro
   b. Block-building
      1 Negro; 1 White; 2 Puerto Rican
   c. Playing with the firehouse
      2 Negro; 1 White; 1 Puerto Rican

2. Visits to the Science Corner
    1 Negro and 1 Puerto Rican
    2 Puerto Rican
    1 White and 2 Puerto Rican

3. Snack Period - Table Companions
    2 Negroes, 2 Puerto Ricans
    3 White, 1 Negro
    1 White, 1 Puerto Rican, 2 Negroes
    2 Puerto Rican, 1 Negro, 1 White

4. Partners in line (self-selection)
    Negro - White
    Puerto Rican - White
    Puerto Rican - Puerto Rican
    White - White
    White - Negro
    Negro - Negro

DISCUSSION OF RESULTS

Although it had been planned to maintain an equal distribution of children of the three ethnic backgrounds in the Project, the mobility of the population and the frequent pupil turnover made this virtually impossible. During the first year, "drop-outs" were not replaced by other children because we had hoped to report achievements of children who had spent either two full years or one full year in the Program.

As is the pattern in urban areas, there were more white children in the "middle class" school than in the school in the low socio-economic area. This school received children primarily from a city-sponsored low cost housing project.

It is interesting to note that the achievement of the native English-speaking children is generally rather evenly distributed over a normal learning curve. Eighteen children of a total of seventy-seven have acquired near-native pronunciation; forty-two fair to good, and seventeen poor.

In these designations, the children rated "fair to good" were considered those who made a few phonemic errors and were not fluent in their responses. Those rated poor made numerous phonemic errors and carried over an English intonation pattern to their speech production in the second language.

The acquisition of a near-native pronunciation is not automatic in children. Of a total of seventy-seven, only eighteen acquired a near-native pronunciation, in imitation of the Bilingual Teacher who was a native Spanish speaker.

A similar learning curve is not found in the learning of English by the native Spanish speaker. Several factors may be operative: There was a wide variation in the length of time the children had been in the Continental United States; some of them came from bilingual homes; they heard and learned English intensively for the remainder of the school day.

The results corroborate the research on the influence of early linguistic deprivation on the language development of children. The poorer results in the second or foreign language obtained in the low socio-economic areas, stemmed from several facts: 1) the children had a paucity of concepts and little vocabulary to express even the familiar concepts; 2) they had difficulty in expressing themselves in their own language; 3) their attention span was very short; 4) they did not know how to listen; 5) they did not interact, in the beginning, with their peers or with the teacher.

No appreciable difference is found in the ability of Negro children to learn a second language as compared to others within the same socio-economic level.

Although generalizations have been made and can be made about differences due to socio-economic factors, it is important to remember that particular cognitive and learning patterns attributed to children of one class may be present in individual children within the other class. This will be apparent from a study of the Tables above.

Several other findings of the Project which are not immediately obvious from the Tables above are of interest:

There were present among the hundred and twenty-nine children five who had suffered some brain injury at birth. At this level, there was no evidence of any difference in their ability to learn a second language.

The quality of participation of children in the Project depended to a great extent on the enthusiasm of the regular classroom teacher. toward the Project and on her own rapport with the children. The children sensed and reacted to the "approbation" of the teacher.

There was consensus among the classroom teachers that there existed a high degree of correlation between the child's ability to acquire oral fluency in the foreign language and his general intelligence. They based this conviction on their observation of and their work with the children during the entire school day.

Bilingual children who had denied all knowledge of Spanish to the regular classroom teacher prior to their participation in the Project were now eager to act as "native informants".

English-speaking children actively sought out Spanish-speaking children to help them with Spanish songs, dances, or a role in a play.

The "opened-up" communication among the children - initiated in many instances during the Bilingual Lesson - was carried over into the remainder of the school day.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introductory Remarks

Although an attempt has been made to divide the material in this section of the Report under categories indicated in the INTRODUCTION, it is obvious that overlapping will occur. For example, in discussing conclusions or implications under foreign language learning, it must be borne in mind that the children learning the foreign language may or may not be disadvantaged. The non-English speaker is linguistically handicapped and therefore may be considered disadvantaged from that point of view. On the other hand, he may come from a socio-economic level which would not generally be considered "disadvantaged". The truly bilingual child (one who speaks English and Spanish) would be in a most favorable position linguistically but might still be considered disadvantaged if he comes from a low socio-economic background.

The entire question of helping children gain an enhanced self-image, particularly with relation to disadvantaged children of Spanish speaking origin, may, of necessity, fall under any one of the three categories. For the sake of organization, however, conclusions will be placed under thos primarily related to 1) Disadvantaged Children; 2) Bilingualism; 3) Second or Foreign Language Learning.

The material in this Section is based not only on the results of tests and socio-metric devices but also on classroom observation by trained observers; on conferences with the regular classroom teachers and other school personnel (e.g., the guidance counselor, the Puerto Rican auxiliary teacher, the coordinator of the program for non-English speakers and the supervisors); and on conferences with parents and community leaders of the three groups of children involved in the Study.

Conclusions
Related to Disadvantaged Children

1. Our study corroborates the research on the need for enriched, conceptual development and increased oral expression in these children. The achievement of children from low socio-economic areas was generally lower than that from more advantaged homes. Differences in achievement, however, were found in individual cases in children from favored and less favored areas.

2. The attention span of children gradually increased so that by the end of the year or two spent in the Bilingual Program, they were able to

participate attentively and actively in the more formal aspects of language learning.

3. The use of some "dialect" forms spoken by English speaking Negroes was reduced as standard forms were learned and practiced as equivalents of the Spanish.

4. The ability to learn a second language at this stage is no more affected by brain damage than is the ability to participate in any other curriculum area.

5. All children acquired the increasing ability to relate with comfort and ease to the other members of a multi-cultural and multi-lingual classroom.

6. Prejudices toward peers because they were different were reduced or disappeared. For example, children who had made fun of Spanish speakers because "They don't speak English" now actively sought them out to sing with them or to "role play".

7. The presence of Spanish speakers in the community was now considered an asset since it had brought about the initiation of the project. This had not always been the case.

8. The parents - Negro, Spanish-speaking and others - were highly enthusiastic about the status their children had acquired through their participation in the Project. This was particularly true of the Negro parents.

9. Puerto Rican parents expressed their pleasure that children were now learning "standard Spanish" and not the "dialect" that some used at home.

10. Spanish-speaking parents were gratified that their children now showed pride in the fact that Spanish was spoken at home. They sensed their children's feeling of self-worth and status resulting not only from the fact that their language - Spanish - was being taught in the classroom but also from the fact that they played an important role in the Bilingual lesson.

11. The morale of the entire school was enhanced not only because of the factors described above but also because the school had been selected for an experiment which provided enrichment and status. Many persons from various areas of the United States and from abroad visited the Project schools.

Related to Various Facets of Bilingualism

1. Bilingual children who had previously denied all knowledge of Spanish to the regular teacher were eager to act as interpreters.

2. English speaking children actively sought out Spanish-speaking children to help them with Spanish songs, dances or their role in a play. The Spanish speaker, as a resource for learning, was now recognized by the native English speakers (children and parents).

3. Bilingual readiness can be developed at this age level. After some time in the program, many learners were able to answer and participate in either target language.

4. The development of concepts and associated vocabulary in two languages strengthened and facilitated their acquisition. No confusion was apparent as the children shifted easily from one language to the other.

5. The learning of a second language in no way interfered with the acquisition of skills and knowledge in any other curriculum area. In fact, the enriched conceptual development and concomitant oral expression in the Bilingual Lesson fostered freer oral expression in the regular classroom period. The children's oral expression increased as they retold a story and redated their day's activities with the bilingual teacher, to their regular teacher or to their family.

6. The "opened-up" communication of the native Spanish speakers in the bilingual class was carried over into the regular classes.

Related to Second or Foreign Language Learning

1. All children at this level are able to learn a second language, although individual differences are as apparent in the acquisition of this skill as in any other. (It must be remembered that formal reading and writing were not introduced nor was "grammar analyzed" in the Program.)

2. Some English speaking children can acquire near native pronunciation in a second language almost immediately. Others seem to need a longer period of time.

3. Language skills are not acquired automatically by children. Only those items were learned which were reintered and practiced numerous times in a variety of situations over an extended period of time.

4. Formal foreign language learning techniques are not only enjoyed by children but they are also indispensable in the acquisition of

listening and speaking skills. These include repetition and pattern drills, question and answer chains, dialogue memorization and dramatization, and the continuous practice of formulas related to identification, greetings, weather, age etc.

5. There appears to be a high degree of correlation between the ability to learn a second language and the child's native ability. (It must be remembered, however, that current research underscores the fact that an impoverished linguistic background retards or masks a child's native ability.)

6. An average period of about a month was necessary for some children who had not had the program in the Kindergarten to "catch up" to their peers in the first year classes.

Implications

The acquisition of increasing skill and ability in the use of language is a prime necessity in the complex, urban world in which children are living today. So too is the ability to relate, with comfort and ease, to the varied members of our multi-cultural society. Schools can aid children in developing linguistic competency and personal social adjustment, through an enriched curriculum. An understanding of the inter-relationship of attitude and language is fundamental to the planning and implementation of such a curriculum which will meet these basic needs.

The curriculum should be replete with experiences which permit children to interact; to listen and react to a variety of media; to speak to their peers, their teachers and family members; to know how to respond to varied situations because they have gotten meaning from the situation - linguistic or non-linguistic.

Many materials with high sensory appeal should be used with frequent opportunities for children to handle and manipulate them. This is necessary to enable children not only to get initial insight into concepts but also to strengthen them. Furthermore, in order to overcome the effect of the impoverishment of some homes, imaginative responses should be stimulated through puppetry, dramatics, role playing, music, art and rhythmic activities.

The growth of concepts should be furthered by helping children develop a sense of sequence and continuity. Many stories, songs, finger plays and games leading to heightened perception of the role of sequence in understanding and being understood should be part of the curriculum.

Important too is the rediscovery of language through the presentation and/or repetition of known materials in new situations or through new media. (A list of activities and materials which were found particularly appropriate in meeting the dual needs stated above are included in the Appendix).

The importance of a teacher who herself can serve as a model for both English and Spanish cannot be overstated if the children are to acquire a native or near native English and Spanish pronunciation - at this level when they are most ready to do so. This places the responsibility on teacher-training institutions to prepare teachers who are bilingual and who, in addition, possess insight into the needs of children of different cultures and socio-economic backgrounds.

Our results indicate that there is no reason to exclude any child from a program designed to teach a second language. All are capable of learning another language - at different rates, it is true.

Since language is the central core of any culture, the learning of the language inevitably carries with it a deeper understanding of the speakers of that language.

Communities which include numbers of native speakers of other languages should organize school programs in which their language is studied. While our focus was on Spanish because of the large numbers of Spanish speaking families in New York City, similar bilingual programs should be developed with other appropriate languages such as French, Italian, Chinese, German or Polish.

In addition to bilingual programs, exhibits of folk art, assembly programs, community meetings which will stress the cultural heritage of the "minority" group should be sponsored if a mutual accepting relationship among the various members of the community is to be promoted.

At the same time that schools enable Spanish speaking children to get into the mainstream of American school and community life, through study of the English language and culture, they should help them retain their sense of identity with their native language and culture. Not only will the preservation of their language and culture give these children a feeling of pride and self-worth but it will serve as a tremendous potential resource for our nation in its desire to develop other language skills and cultural insights in native English speakers.

In trying to attract teachers to schools in disadvantaged areas, school systems should encourage the inclusion of enriching projects such as this one. The increased rapport among the parents' groups, the greater cooperation between school and community as well as the enriched oral development of the children cannot help but result in the school's becoming a more attractive place in which to teach.

With relation to many existing foreign language programs in elementary schools, the implications of our Study are clear: 1) The teacher should have a native or near native pronunciation; 2) Provision should be made for the continuous re-entry and review of those items of the language which children are expected to react to and produce habitually and spontaneously. 3) Pattern practice drills, designed for children of this age level should be included in the program. 4) Songs, games and dances should, of course, not be neglected but they should not be used to the exclusion of practice drills, story telling, dramatizations and other successful foreign language approaches and techniques.

Recommendations

As the Study proceeded, it became evident that further experimentation in this field would be highly beneficial. Some of the questions which either remained unanswered or called for more controlled investigation include:

1. When the language program is discontinued and the FLES program is not introduced until the third or fourth year, if at all, how much of the phonological, syntactical or lexical aspects of Spanish will the children maintain?

2. Since there exists an educational movement to eliminate I.Q. tests for children, can observation of children and their achievement in a second language give us some clues as to their native intelligence?

3. What is the degree of correlation at this age of second language learning and native intelligence?

4. What is the degree of transfer to other curriculum areas of the aptitudes developed in a bilingual program at this level?

5. If programs of this kind are not offered, is the opportunity being lost of developing certain general aptitudes which should be acquired through language learning at this level of maturation?

6. How long does it take a child of five to understand and produce language, or to learn x number of words and patterns as compared to a child of ten or to one of fourteen? (The entire gamut of skills and abilities needed in foreign language learning should be subjected to comparative studies of this type).

7. Do children lose the positive attitudes toward themselves and others when language study is discontinued? When does this take place? What intervening experiences have the children had?

This entire question is of such concern in the United States that studies of behavioral changes through school and community programs demand intensive experimentation.

SUMMARY

Curriculum Demonstration Project

Title: Bilingual Readiness During Earliest School Years (Section F)

Investigator: Mary Finocchiaro (Section F)

Institution: Hunter College of the City University of New York

Project number: D-107

Duration: February 1964 to June 1966

BACKGROUND

We sought to gain additional insights and information related to two major concerns in American education today: first, the need for teaching English and enhancing the self-concept of the millions of speakers of other languages and other dialects residing within the United States; second, the urgency of developing skills in using foreign languages among our native English speakers in order to meet our national and international responsibilities.

We hoped to demonstrate that both of these needs could be met concurrently within the existing school organization.

OBJECTIVES

1. To develop bilingual readiness in English-speaking and Spanish speaking children.
2. To promote among native English speakers positive attitudes toward the language and culture of other groups.
3. To stimulate Spanish speaking children toward comprehension of and communication in English as quickly as feasible.

41-52

4. To motivate English speaking children to communicate in Spanish and to develop the skills needed to do so.
5. To enhance the self-concept of native Spanish speakers by helping them feel pride in their language and culture through the status given the Spanish language by its use as one of the vehicles of communication in their classrooms.
6. To foster the development of a positive self-image among Negroes as they participated in an experience infrequently offered to Negro children in the past in school situations.
7. To utilize the natural pride in one's own cultural heritage and language as the springboard from which to make the transition to another culture and language.
8. To develop bilingualism and to enhance self-concepts of all groups within the framework of the existing curriculum of the kindergarten and the first grade.
9. To make contributions to the growing professional literature on the effects of bilingual training on learning.
10. To develop an approach and methodology for an early childhood program in which two languages would be taught concurrently by one teacher.
11. To adapt existing materials and/or prepare new ones for use in the program.
12. To experiment with informal instruments of evaluation in order to measure children's growth in oral language development both in English and in Spanish.
13. To utilize techniques such as sociograms, flow charts and role playing to note changes in attitudes or the enhancement of self-concepts.
14. To bring about mutually accepting relationships among parents whose children would participate in the program. (We expected that the enthusiasm engendered

by the program and the status given to Spanish speaking and Negro parents would stimulate the inception of additional school and community projects in which these and other parent groups could cooperate.)

15. To encourage school systems to initiate foreign language programs in primary grades.
16. To make colleges and state certification boards increasingly aware of the value of developing a high degree of competence in a foreign language among prospective teachers who would thus be better prepared to serve as teachers in similar bilingual programs.

PROCEDURE

Selection of Schools

1. Two schools were selected for the project. Both were in areas of population transition; that is, in areas in which significant numbers of Negroes and native Spanish-speakers had moved -- areas which heretofore had been predominantly white, English speaking. One school is in a poverty area, most of the children coming from a low-income housing project; the other, in a "middle class" neighborhood.
2. Six classes were used in each school: three kindergarten and three first grade. During the second year of the Study, the children who had been in the kindergarten classes continued in the bilingual program in first year classes; three new kindergarten classes were selected in order to try out the experimental material which had been edited and refined during its first year of use.

Selection of Children

1. The composition of the classes was as follows: one third negro children, one

third native Spanish speakers, one third others. There were twenty-four children in each class.

2. The children were selected on a random basis. The classes were not organized according to any criteria such as native ability; oral language expression, etc. (It is interesting to note that five of the children had some physical or speech impairment due to brain damage at birth.)
3. Informal tests were administered individually upon admission to the program. Spanish speaking children were tested both in Spanish and in English. The tests were given only to enable us to measure the children's growth in language comprehension and production at the end of the bilingual experience. They were not used to exclude any child from the program.

The Teachers' Role

1. A bilingual teacher (a native Spanish speaker) met with each class five times a week, fifteen minutes per day.
2. The regular classroom teacher remained in the room during the bilingual lesson.

The Curriculum

1. The themes and centers of interest around which experiences and activities in the program were centered were those recommended for the regular early childhood program. The materials were selected from among those already used by the Early Childhood teachers. In addition, extensive use was made of audio-visual materials related specifically to the culture of Spanish speakers.
2. Stories and songs were of English or Spanish origin, translated and/or simplified for use with five and six year olds. Some stories and songs, about the circus for example, were written by a curriculum specialist or by the music specialist. The stories selected were those with which children could identify and which contained repetitive motifs leading to extensive

listening to and repetition of basic patterns of language.

3. A theme or center of interest was generally of two to three weeks duration except for special holiday units (Hallowe'en, Thanksgiving, Election Day).

4. Both target languages, English and Spanish, were used in the classroom. Spanish, however, was the language of communication about sixty percent or more of the bilingual class time. We had two major reasons for concentrating on Spanish: 1) We knew that children would hear English for the remainder of the school day; 2) The attention to Spanish would enhance the self-concepts of the Spanish speakers as they helped their classmates learn the new language.

Methodology

1. The introduction to a language learning experience such as listening to stories, dramatizing stories or dialogues, singing, engaging in finger plays or games was either in Spanish or in English depending upon the origin of the material and the supporting audio-visual materials available for associating concept and sound.

2. Provision, however, was made for subsequent emphasis in both Spanish and English of the story, song, poem, etc. which had been introduced in either of the target languages.

3. A conscious effort was made to re-enter and keep alive in later units all language items which had been previously introduced. A cumulative chart was maintained of all language items and expressions which had been used, with specific notations re 1) the unit theme in which they had first been presented; 2) the extent to which they had either been made part of the children's active vocabulary at that time or remained recognitional items; that is, understood by the children in listening experiences.

4. The same story was told and dramatized in Spanish (primarily) and in English, five or six times within a unit. Each telling was dramatized and clarified with real objects, giant picture books or loose pictures. These were varied sufficiently to provide interest but not to the extent that the bond we were trying to create between concept and sound of words - in Spanish or in English - would be weakened.

5. With each story re-enactment on succeeding days children were expected to make different responses.
    a. The first time, they would listen attentively as the teacher told the story with the use of real or pictorial material.
    b. The second time, they would imitate the teacher's gestures or rhythmic movements at appropriate points in the story;
    c. The third time, they would be asked to repeat in chorus (at the teacher's signal) expressions which recurred several times in the story.
    d. The fourth time, individual children would be expected to answer simple questions asked in Spanish or in English in either language.
    e. Next, the children would be expected to dramatize the story saying several words or expressions.
    f. Subsequent dramatizations by the children of the story required longer sustained use of language.

6. Procedure five above may require further clarification:
    a. Generally, children were permitted to respond in Spanish or in English to questions which the teacher asked in either target language. Occasionally, however, the bilingual specialist indicated that she desired a response in one or the other language.

b. Generally, the native Spanish speaking children were called upon to take roles in the first few dramatizations of the Spanish stories. This procedure served three purposes:

1) their self-image was enhanced; 2) the English speaking children had more opportunities of listening to authentic native Spanish; 3) the English speaking children heard the foreign language spoken by voices other than the teacher's.

7. All presentations were live by the teacher. It was felt that the use of tape recorders for the initial presentation would not permit the children to concentrate their entire attention on the teacher's gestures and on the supporting visual materials.
8. Tape recorders and phonograph records were used occasionally for sound effects with the initial presentation. They were used also to accompany dances or choral singing.
9. Puppets were used extensively. They enabled the teacher to take more than one role in dramatizing a story. They also provided the anonymity some children need initially when speaking their own language or a foreign language.
10. Techniques generally used by foreign language teachers in upper level classes were tried. We included numerous repetitions of important language items through chain drills, questions and answers, directed practice and language games.
11. Only basic items were reinforced through repetitive practice. Some items, e.g., a seal (una foca) used in the zoo and circus units, were not reintroduced in later themes.

Teacher Orientation and Participation

1. Several meetings were held with the regular classroom teachers to explain the aims of the program; to get the benefit of their observations and their reaction; to ensure that the bilingual lesson would become an integral part of the children's school day.
2. The Bilingual Specialist and other staff members assigned to the Project met frequently with the teachers to discuss points of correlation between the regular and the bilingual programs. Themes, stories, songs, dances and instructional materials were discussed and shared in order to reinforce concepts and language expression and to create the idea of unity and continuity in the minds of the children.
3. Teachers were urged to refer during the day to the Spanish lesson by leading the children to sing the songs, engaging them in dances or asking them how they would say in Spanish items learned during the bilingual lesson.

The Preparation of Instructional Materials

1. The preparation of the daily lesson plan used by the Bilingual Teacher included several steps and involved teachers, the curriculum coordinator, language specialist and music writer assigned to the project and the director.
    a. We listed all the themes of the Early Childhood Program.
    b. We discussed with the teachers those they planned to use during that school year.
    c. We decided on twelve major themes for each year.
    d. We looked for English or Spanish stories within each theme and translated or adapted them.
    e. We found or prepared appropriate songs, dances and finger plays for each theme.

f. We decided on the language items for special emphasis.

g. We gathered or made the materials (puppets, pictures, real objects, records, etc.)

h. We divided the entire unit into weekly units.

i. We indicated for each fifteen minute period the possible review activities (familiar songs, stories or playlets) and the new material (a new concept, story, language item, song, dance, etc.) to be introduced within the current theme or center of interest.

j. We asked the bilingual teacher to prepare detailed daily lesson plans.

k. We asked the bilingual teacher to indicate, after presenting the lesson, whether the content was too extensive, insufficient, too mature, etc.

l. We re-evaluated and revised each unit.

Evaluation

1. Several techniques were used. During the first year, the bilingual teacher was observed each day during every period. An observation form had been prepared and was filled out each time. During the second year, frequent observations were made by the curriculum and music specialists who also served as observers. The observers were asked to note the ability of the children to follow directions, to repeat Spanish or English based on the teacher's model, to respond in Spanish or English to stimuli in Spanish or English. They were also asked to observe the length and growth of the children's span; the interaction among children; the carry over of the climate of the bilingual classroom to the regular classrooms.

Sociograms and flow charts were used to evaluate attitudes of the children to each other; and to the teacher. They were used also to indicate the oral expression of the children in either target language.

The Project observers as well as members of the school staff talked to parents and community leaders to seek their reaction.

The Project staff met with teachers and administrators to discuss their findings with relation to the effect of the Project on the children in the bilingual classes, other children in the school, other teachers, parents of the children involved and other parents.

Children were tested individually at the end of each year of the experiment. They were tested in English and in Spanish, in comprehension and production.

RESULTS AND CONCLUSIONS

These are based on data culled from a testing program at the end of the Project; from sociograms; from observations made by trained observers and from anecdotal records of frequently scheduled talks with teachers and parents.

The informal tests specially designed for the program concentrated primarily on ascertaining the knowledge of Spanish gained by native English speakers. This emphasis resulted from two factors: 1) Spanish was used about 65 percent of the time during the bilingual lesson; 2) It would be impossible to ascribe the growth of English skills in native Spanish speakers to the bilingual program since the rest of their school day - approximately three hours - was conducted in English.

Test Results

1.Of the 129 children in the Project (Section F) 48 were Negro; 52 were Spanish speaking; 29 were others.

2. 65 children came from a low socio-economic area; 64,from a middle class environment.

3. Of the 77 native English speaking children, 18 (10 Negro, 8 other) developed a near native Soanish pronunciation; 42 (27 Negro, 15 other) had a fair to good pronunciation; 17 (11 Negro and 6 other) had a poor pronunciation.

4. Of the 52 Spanish speakers, 17 developed a near native English pronunciation; 17, a fair to good pronunciation; 18 still spoke with a pronounced Spanish accent after two years.

5. The differences among English speaking children from low socio-economic and middle class environments were as follows:

N--77

	Total	Near Native	Fair-Good	Poor
Middle Class	39	11	22	6
Low Socio-Eco.	38	8	18	12

6. Linguistic participation of all children was rated as follows:
64, excellent; 26, fair to good; 39, poor.

7. Ratings in oral free responses of children were as follows:
Sustained, 59; one word, 31; echo, 39.

8. No difference was noted in the performance of the brain damaged children.

9. English speaking children admitted to the first grade without previous Kindergarten experience achieved as follows:
3 children near native pronunciation and superior participation;
6 children: good pronunciation and participation;
2 children: poor pronunciation and participation.

3. Additional conclusions based on observations and interviews:

a. Foreign language learning is not automatic in children. Those items were learned which were reentered and practiced numerous times.

b. The ability to learn a second language was not affected by brain damage.

c. The children's oral expression in English increased as the children retold a story, played games- e or told about their day's activities with the Bilingual Teacher.

d. Participation of the children depended to a great extent on the enthusiasm of the regular classroom teacher. When she learned the songs and dances and dramatized dialogues with the Bilingual Teacher and when she referred to the Spanish lesson during the school day, concepts were reinforced and children felt less inhibited in talking and responding. The children sensed and reacted to the "approbation" of the regular teacher.

e. There was consensus among the classroom teachers that there exists a high correlation between the child's ability to acquire oral fluency in the foreign language and his general intelligence as observed during the school day. (New York City no longer administers formal tests of intelligence.)

f. An average period of about a month was necessary for children who had not had the program in the Kindergarten to "catch up" to their peers in the first year classes.

g. Bilingual children who had previously denied all knowledge of Spanish to the regular teacher were eager to act as interpreters.

h. English speaking children actively sought out Spanish speaking children to help them with Spanish songs, dances or their role in a play.

i. Puerto Rican parents expressed their pleasure that children were now learning "standard Spanish" and not the "dialect" they used at home.

j. The use of some "dialect" forms spoken by English speaking Negroes was reduced as standard forms were learned and practiced as equivalents of the Spanish.

SOME CONCLUSIONS

1. Bilingual readiness can be developed at this age level.
2. Some English speaking children can acquire near native pronunciation in a second language.
3. There is a high degree of correlation between ability to learn a second language and the native oral development of the child.
4. Our study corroborates the research on the need for conceptual development and increased oral expression in disadvantaged children.
5. All children are able to learn a second language, although individual differences are as apparent in the acquisition of this skill as in any other.
6. More formal language learning techniques are enjoyed by children and facilitate their learning of a foreign language.
7. Prejudices toward peers because they were different ("They don't speak English") disappeared. The Spanish-speaking children gained importance in the eyes of their classmates.
8. The "opened-up" communication of the native Spanish speakers in the bilingual class was carried over into the regular classes.
9. The parents - Negro, Spanish speaking and other - were highly enthusiastic about the status their children had acquired.
10. The presence of Spanish speakers in the community was felt to be an asset since it had brought about the initiation of the project.
11. The morale of the entire school was enhanced not only because of the factors above but because the school had been selected for an experiment which provided enrichment and status.

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APPENDIXES

APPENDIX A

Activities Designed to Achieve Basic Program Objectives

In order to achieve the objectives which our empirical observation and research had demonstrated to be of primary importance in the linguistic and cultural development of children in transition areas, certain specific activities were planned for inclusion in each of the fifteen minute bilingual lessons. These activities were designed to develop skills of listening and speaking; to widen the conceptual background of the children; to foster their social interaction; and to provide the physical movement and rhythmic responses necessary for children in the primary school years.

These activities were used, where appropriate, in the warm-up segment of the class period; in the actual presentation of the new material; in the reinforcement of the new and the old; or in the summary segment of the lesson. As has been stated, all the activities and accompanying responses were in English and/or in Spanish with more emphasis given to Spanish.

Although this is not stated specifically under each category below, the learnings within each overlapped and reinforced each other. Vocabulary growth leading to comprehension and oral expression resulted from concept development and enrichment. The rhythmic activities followed attentive listening either to oral direction or to musical stimuli. Looking and listening were developed concurrently as children responded to a picture or an object cue. Social interaction resulted from and led to listening, speaking, rhythmic activity and concept development.

With relation to concept development, it is necessary to underscore the fact that the Program was concerned with two types of conceptual growth: 1.) that related to an understanding and the identification of the ideas, people and things in the children's environment and 2.) that related to each individual's self-identification and the enhancement of his self-worth.

It should be pointed out that the activities on the following pages are not listed in any particular order since they appeared in many units and at various stages of the children's development.

Concept Enrichment

1. Ego satisfaction resulted from the teacher's personalizing stories and songs and relating them to the children's experiences. Questions containing the word "you"; (e.g., "How do you help your mother?" "What do you make with snow?") always preceded or followed the presentation of a story, song or activity.
2. Self-identification was reinforced by changing the names in songs and using those of children in the classroom; e.g., other names such as Margarita, etc., were substituted for "Brother John".
3. Numerous stories were selected to indicate to children that perseverance in the face of initial frustration or disappointment generally leads to success. The stories of "Indian Two Feet", of "Carrot Seed," and "The Toy Train" were all chosen to illustrate this concept.
4. By giving the children many opportunities to look at themselves in a mirror, they learned to identify themselves as individuals.
5. Children were given name tags with their names, thus reinforcing the idea of their individuality.
6. Children wore their name tags each day and were called upon by name, thus establishing in the child's mind the idea that he was being recognized by the teacher.
7. The curiosity of the children was stimulated as the Bilingual Teacher announced she was going to bring in a "surprise" the next day. Children looked forward to school with pleasurable anticipation.

8. The Bilingual Teacher made it her business to find out the names of each child having a birthday. Not only was "Happy Birthday" sung to each one, but the birthday child was the first game leader, the one who sat with the teacher, etc.

9. Children learned about the chores and responsibilities of the members of the family in the home through songs and games such as "This Is the Way We Wash Our Clothes" etc.

10. Children learned the importance of sequential development as they summarized stories;were asked to tell what happened next;or which picture or flannel cut-out was out of sequence.

11. Children were asked to identify parts of their bodies by pointing to them, touching, naming them or singing songs with accompanying action.

12. Children learned about appropriate clothing for various seasons of the year as they dramatized stories such as "Little Bear" (who is always cold and continuously asks for warmer clothing).

13. Reinforcement of concepts was ensured as children were directed to perform the same action; i.e., dressing or undressing; through placing clothing on a flannel board figure, on a doll or toy animal or on themselves.

14. Children were stimulated to remember names of objects and names of children in the classroom as they were directed to answer such questions as "What is ________ putting on (or doing)?"

15. The concept of pattern in language was introduced to the children in stories such as "Paul and Judy" and "Indian Two Feet" as children were asked questions such as "Can ______walk?" "Can ______ sing?" "Can ______ ride?"; as they were told to state that they were performing similar actions; e.g., "I can walk." "I can sing." "I can ride."; or as the teacher (or a classmate) directed the children to "walk, sing, ride" etc.

16. Perception of smell, taste, touch, and form was developed and reinforced through stories such as "Paul and Judy" where children were given many opportunities to touch materials of various textures, to smell flowers, to choose round or square objects, etc.

17. Children were made familiar with the sounds of animals through hearing and imitating them in songs and stories; e.g., "The Story of the Zoo"; "The Circus" and "Old MacDonald Had a Farm".

18. Concepts were developed through the association of sounds with accompanying pictures, real objects or gestures.

19. Children were familiarized with noises and sounds made by certain objects such as the ringing of a telephone and the ticking of a clock; e.g., the story of "Muffin".

20. Children became familiar with objects and their uses by touching and using them; e.g., the teacher would say, Touch the guitar; Ring the bell, etc.

21. Concepts of big and small, round and square, young and old, tired and active were introduced and internalized through the children's having to make a conscious selection of "opposite" items as they were directed to choose the big doll, the old train, the tired train, etc.

22. The same vocabulary area was strengthened through its use in stories, games, songs, finger play, etc. not only at the time of its initial introduction but in subsequent units.

23. When stories became familiar, children were asked to "guess" which animal would come next, which animal lived in a certain environment; for example, in "The Zoo Story" children had to say that the lion lived in a cage; that the seal lived in water, etc.

24. Colors were taught through such activities as trimming the Christmas tree with a red ball, a red and white ball, etc., and finding appropriate colored clothing for dolls and animals, etc.

25. Children learned the importance of listening to others in a story such as "Nobody Listens to Andrew".

26. A readiness for reading was built up as the children became aware that the writing on their name tag represented sounds -- in this case, their names, or as the items on the vocabulary wheel or a toy store were labelled.

27. Days of the week, time of the day, seasons and numbers were taught through stories, songs and games. In addition, numbers in sets were taught as children were asked to count the children in their groups; the toys in a make-believe toy store; the number of bears in a story; etc.

28. Safety concepts - using red and green lights and stop signs - were developed in connection with the story "The Little Train" and "The Policeman".

29. To familiarize the children with community helpers children were taken on walks in the neighborhood. Visits were made to such places as the Post Office and the Fire House.

30. School helpers such as the nurse, the doctor, the dental hygienist were invited to the classroom to speak to the children.

31. Children were helped to appreciate the role of community helpers such as the policeman, fireman, etc.

32. Children learned responsibility as they were asked to take out or put away the props used by the Bilingual Teacher in the classroom.

33. Children were taught that water and care are needed to make things grow; e.g., the story of "The Carrot Seed".

34. Children learned that people who want to share in benefits must also do some of the work and help each other; e.g., the story of "The Little Red Hen."

Social Interaction

1. Sets of children were called upon to choose partners for a dance or other activities.
2. Individual children were directed to ask questions of their classmates (names, addresses, object identification, etc.)
3. Children were asked to serve as group leaders.
4. Children were asked to be informants for other children who did not understand the language.
5. Children chose the classmates they wished to be their partners in a game.
6. In using the toy telephone, each child chose the child he wished to call.
7. Children learned to listen to others and to respect the importance of what they had to say since they had to make appropriate responses or to imitate what had been said.
8. Children played roles in family life and chose a parent or children in dramatization and in games; e.g., This Is the Way We Wash Our Clothes; The Three Bears, etc.
9. At least three activities in each lesson were chosen by the children themselves. The teacher would say "Which song would you like to sing now?" or "What game would you like to play?"
10. Interclass visits were made to share songs, dances, games and general learnings.
11. Culminating activities were prepared and presented to the entire school and to parent groups.
12. Language stimulating activities such as chain drills or telephone communication were designed to require children to choose classmates sitting next to them, sitting in back of them or across the room from them.
13. The teacher changed groupings often (in listening, singing, finger play, etc.) to bring about the widest possible interplay among the children.
14. Multi-cultural objects, pictures and games were introduced to enable the

children to identify with themselves and with others.

Listening Comprehension

Note: It goes without saying that every classroom activity (song, game, story, request, question and answer) was basically a listening experience. Some specific examples, however, follow:

1. Children listened for their names as the teacher called the roll since a response was required. They listened also for the names of their classmates since they were encouraged to say - "He is not here" or "He is ill."
2. Children listened for cues from the teacher or classmate as they dramatized roles in play activities.
3. Children were encouraged to listen attentively in games such as "Simon says___," when they were directed to perform an action only when the direction was preceded by the words "Simon says _______."
4. Children learned to listen to speech spoken in a low voice as they played games in which they repeated what was whispered to them or as they were required to identify players in games such as "Who am I?"
5. A patterned response was elicited from many varying oral cues; e.g., in the story "No one Listens to Andrew" the children were required to listen attentively to various stimuli sentences all of which called for only one answer - "Wait."
6. The tape recorder and phonograph records were used as accompaniments for songs and dances. They also served to have children identify sounds of animals or objects.
7. In questions directed to them about some aspect of the lesson, children were required to listen attentively in order to answer "yes" or "no". The situations for which the "yes" or "no" responses were required were always those which were of interest to children of this age group; e.g., "Do you want to lead the game?" "Do you want this toy?" "Do you want to play the guitar?" etc.

8. Attentive listening grew out of the bilingual telling or dramatization of stories. Native English speakers, fascinated by the props, eagerly tried to understand what was being said in Spanish. The reverse was true of the native Spanish speaker listening to the English.

Oral Expression

1. Individual children were directed to ask their classmates' names.
2. Children responded to the teacher when she called the roll by saying "Aquí estoy, Sra. _______."
3. Children listened to many songs and sang what they had heard.
4. Children learned the language of home, community, school and everyday living as they used the appropriate expressions in the songs, games and activities based on the teacher's model.
5. Children learned the names of objects and animals associated through hearing the sounds, touching objects and materials, smelling things; e.g., the story of "Muffin", "Paul and Judy", "The Zoo", "Little Red Hen", etc.
6. Children answered questions about themselves, the stories, songs, games or other activities.
7. Children took roles in plays and other dramatic activities.
8. Individual children were asked to give parts of summaries of stories or songs. In the beginning the children used their native language; later they were able to make statements in the second language.
9. Children were encouraged to express themselves freely behind the anonimity afforded by the use of puppets.
10. Choral repetition of question and response always preceded individual repetition because of the security such repetition afforded the children.

11. The speaking skill was developed very gradually and in the smallest incremental steps. At first the response required to a question was either "yes" or "no" with at least six examples of "yes" responses before "no" was required. Later the children were encouraged to add a short phrase or sentence to the "yes" or "no". It was only after repeated practice had been given to the "yes" response alone or the "no" response alone that "yes" and "no" responses at random were required by the cue.

12. The lessons took into account the cumulative nature of language. The same vocabulary area was treated in greater depth each time it was used; for example, the children learned the name of a policeman, fireman, zoo keeper in the units on the Community Helpers and The Trip to the Zoo. with patterns such as This is ______. He is _______ or Where is _____? Later in the "Nobody Listens to Andrew" story, they used words such as zoo keeper, policeman, etc., with expressions such as "Let's call the policeman." As individual children took the role of Andrew in the dramatizations, they were directed to "Call the zoo keeper", "Call the policeman". In their summaries, the children made statements such as, "The policeman came" or "The zoo keeper came and took the bear to the zoo."

Rhythmic Movements and Physical Activity

1. Individual children were called upon to perform finger plays.
2. Children were asked to touch various parts of their bodies in games such as "Simon says _____" and the song "Touch Your Head".
3. Children learned to put on and take off clothing as they dressed or undressed toy animals or dolls and put on or removed articles of clothing or took roles in play activities.

4. Children were asked to imitate the movements of various animals or people as they were eating, walking or performing other activities.
5. In all songs, children dramatized the words; e.g., they rocked a baby to sleep; they pretended they were growing taller as the corn they had planted was growing, etc.
6. Every story and game was designed to permit movement around the room by as many children as possible; e.g., they formed a train and marched around; they danced Indian dances and beat drums; they pretended to ride horses,
7. The children reenacted all the activities of their story book characters. For example, they marched in a circus parade as animals, dancers, clowns, etc.
8. Children were stimulated to pretend they were walking in the snow, under a light rain or under a heavy rain.
9. Children "melted" like a snowman, rode a horse, watered seeds, and ate like seals.
10. In sum, every fifteen minute lesson contained at least two songs and two simple dances and the opportunity for children to express themselves physically as well as orally.

APPENDIX B

The Curriculum

The Kindergarten Program - (First Level)

General Themes

As has been indicated, the themes or centers of interest were selected after a careful study of Curriculum Bulletins of the Early Childhood Program from New York City and from school systems across the country.

Themes

The following themes were selected as those most appropriate to the age and interests of children of the kindergarten level:

Getting to know our friends

Learning about ourselves

Getting to know our classroom

Talking about our family

Getting to know our school

Playing with our toys

Learning about our Community Helpers

Talking about the weather

Caring for our pets

Going to the Circus

Learning how things grow

Holidays: (Themes of short duration
at appropriate times)

- Hallowe'en
- Thanksgiving
- Christmas
- Easter

An Overview of A Sample Unit (three weeks)

Learning About Ourselves

Vocabulary and language patterns for emphasis

la cabeza - the head

la nariz - the nose

la boca - the mouth

la oreja - the ear

los ojos - the eyes

Tócate _______ Touch _______

Ponle _______ Put _______

Quítale ______ Take Off _____

¿Qué oye? - What do you hear?

Songs and Dances (Music and Words are attached)

"Tócate la cabeza" - "Touch your head"

"Fray Filipe" - "Brother John"

"La Raspa" - "La Raspa"

"La Punta y el Tacón" - "Heel and Toe"

Dramatic play and related activities

1. Activities suggested by "Tócate la cabeza".
2. Singing and dramatization of "Fray Felipe".
3. Dancing of "La Raspa" and "La Punta y El Tacon".
4. Puppet play - Pancho y Ramona, using language items and patterns.
5. Flannel board - putting features on a face (labelled Arturo).
6. Games -
   "Simón dice ____" - "Simon says ____" and
   "¿Dónde Está el Perrito" - "Where's the Little Dog?"
7. Telling and dramatization of The Muffin Story

Related Vocabulary (For recognitional use and role playing)

el teléfono	the telephone	No puede ver	He can't see.
el gato	the cat	Puede oír	He can hear.
el carro	the auto		
el pájaro	the bird		
el perro	the dog		
el reloj	the clock		
el carro de bomberos	the fire truck		

Special Language Activities related to this story

Listening - Children guess from sounds they hear what Muffin heard.

Expressing Themselves - Children role play with puppets Muffin and Snuffy. Children, blindfolded, play Muffin and respond to real or recorded sounds.

Props Used in the Unit -

Flannel board - face of "Arturo" with detachable flannel nose, eyes, ears, mouth, etc.

Giant storybook - Muffin

Tape recorder with tape of sounds

Blindfold

Puppets - Muffin and Sniffy (dogs)

Toy telephone, automobile, fire truck, dog, cat, bird

The Bilingual Story (used with the theme Learning About Ourselves)

Muffin was presented in mid-October as the second story for the Kindergarten level. It emphasized, as is evident, the hearing and identification of common sounds (telephones, cars, animals, etc.) The previous story "Paul and Judy" had stressed the senses of touch and smell. Children had been asked; for example, to identify - by touch - a man's unshaven face, the petals of a flower, a rabbit's fur and a ring. They had also been asked to smell the perfume of various flowers.

Without special emphasis that the children were aware of, the story also served to help children identify themselves as each looked into a mirror while performing activities in imitation of Paul and Judy.

Since listening was stressed in the story of Muffin, the recurring pattern is "¿Qué oye?" - "What does ____ hear?" Recurring, too, are the words "y ahora" - "and now," used to develop in children a sense of sequence - in this case of sounds and activities.

To sharpen the children's aural acuity, various patterns of sound presentation and reinforcement were used. First the question "¿Qué oye Muffin?" - "What does Muffin hear?", was asked followed immediately by the sound and a statement of identification by the teacher, "Muffin oye un reloj." - "Muffin hears a clock."

In another step, the sound was given and the children made the statement, "Muffin oye un reloj." - "Muffin hears a clock." Next the children had to guess and supply the sound as the teacher pointed to a picture or a real object. Finally, the children were required to remember the sequence of sounds on the basis of an oral stimulus only, in Spanish or in English, "Y ahora, ¿qué oye Muffin?" - "And now, what does Muffin hear?"

As was stated above, clarification of concept with appropriate words, phrases or sentences was effected through the re-telling and dramatization of the story numerous times. The re-telling and dramatization were accompanied by audio-visual aids such as giant picture books, loose pictures, real objects, toy objects and recordings. Whenever possible, the children (blindfolded as was Muffin) touched the raised pictures in the giant picture book and/or the objects so that the sensory appeals of listening and touching concurrently helped to establish understanding, association and recall.

In similar fashion, the sense of sight was sharpened in the story "Spilled Milk" which was introduced soon after "Muffin". As children tried to guess what they saw on each page of the giant book (spilled milk that took many forms), they had occasion to learn to identify a tree, an ice cream cone, a flower, a bird and, of course, a cloud in the sky.

M U F F I N

Este es Muffin, un perrito.		This is Muffin, a little dog.
Un día, Muffin se lastimó los ojos.		One day, Muffin hurt his eyes.
El doctor puso un pañuelo blanco en los ojos de Muffin.		The doctor put a white handkerchief over Muffin's eyes.
Ahora, Muffin no puede ver pero, puede oír!		Now, Muffin can't see anything, but, he can hear!
¿Qué oye Muffin?	SOUND	What does Muffin hear?
Muffin oye un reloj.		Muffin hears a clock.
Y ahora, ¿qué oye Muffin?	SOUND	And now, what does Muffin hear?
Muffin oye un teléfono.		Muffin hears a telephone.
Y ahora, ¿qué oye Muffin?	SOUND	And now, what does Muffin hear?
Muffin oye un carro.		Muffin hears a car.
Y ahora, ¿qué oye Muffin?	SOUND	And now, what does Muffin hear?
Muffin oye un carro do bomberos!		Muffin hears a fire engine!
Y ahora, ¿qué oye Muffin?	SOUND	And now, what does Muffin hear?
Muffin oye un gato.		Muffin hears a kitten.
Y ahora, ¿qué oye Muffin?	SOUND	And now, what does Muffin hear?
Muffin oye un pajarito.		Muffin hears a little bird.
Y ahora, Muffin oye otro perrito.	SOUND	And now, Muffin hears another little dog.
Es su amigo, Sniffy.		It's his friend, Sniffy.
Y ahora Muffin está muy contento!		And now, Muffin is very happy.

The Game: (introduced in this story and used subsequently in other themes with appropriate items from different centers of interest.)

¿Dónde esta el perrito?

This game is based on the Spanish game of "Las Prendas". Basically it consists of "it" (one of the children) looking for an object that is in the hands of one of the other children. (All the children are holding their hands as if concealing an object.) Each child is permitted three guesses only.

Instructions

1. Children sit in a semi-circle.
2. One of the children is selected to be "it" and is made to turn around and face away from the group.
3. The teacher then silently gives the object (a miniature toy) to one of the children to hold in his hands.
4. All children are told to keep their hands together.
5. The child who is "it" is asked to guess which child holds the object and is given three chances. The teacher asks "¿Quién tiene el perrito?" or "¿Dónde está el perrito?", while "it" opens the hands of various children.
6. If "it" finds the object, the child who had the object then becomes the new "it". If the object is not found, the teacher assigns a new "it".
7. Different little objects may be used in succession:

   (miniature toys)
   dog
   cat
   bird
   car
   truck
   house
   doll
   mirror
   ring
8. Phrases such as "Aquí está" - "Here it is"., and "¡Qué bueno!" - "Good!" are heard and progressively learned.

Variation: Identity of the object can be kept secret (except of course to the child holding the miniature) so that the finder can show it and identify it for the class. "¿Qué es?" - "Es un ______."

9. Native Spanish speakers may be directed to ask the questions at first. Later, as the native English speakers become familiar with the expressions, they may be asked to serve as leaders and ask the questions.

Song

Touch Your Head

1. Touch your head
Tócate la cabeza
Touch your head
Tócate la cabeza
Touch it very quickly
Touch it very quickly
Touch your head
Tócate la cabeza

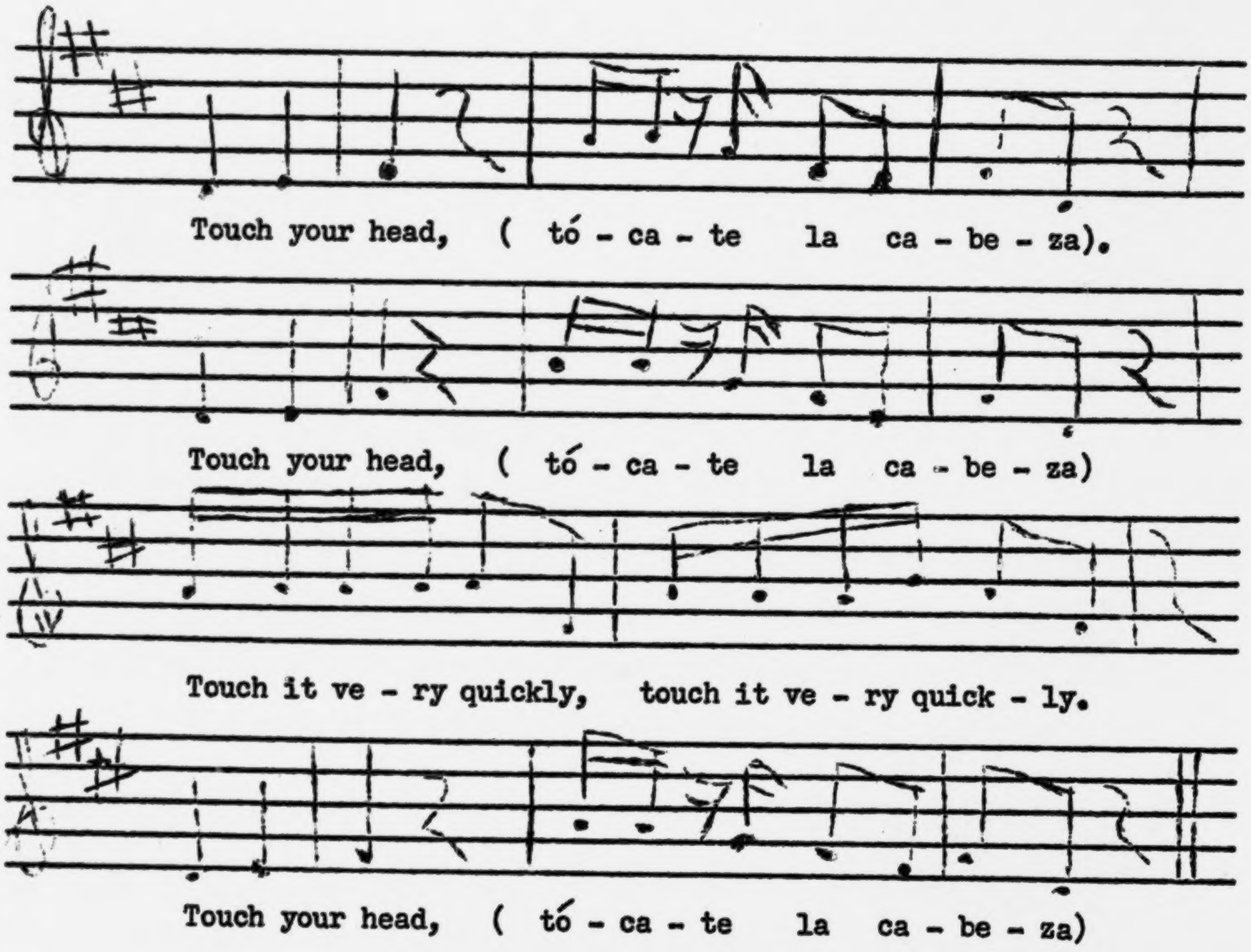
2. Touch your foot
Tócate el pie
Touch your foot
Tócate el pie
Touch it very quickly
Touch it very quickly
Touch your foot
Tócate el pie

3. Touch your nose
Tócate la nariz
Touch your nose
Tócate la nariz
Touch it very quickly
Touch it very quickly
Touch your nose
Tócate la nariz

4. Raise your hand
Levanta la mano
Raise your hand
Levanta la mano
Raise it very quickly
Raise it very quickly
Raise your hand
Levanta la mano

5. Raise your foot
Levanta el pie
Raise your foot
Levanta el pie
Raise it very quickly
Raise it very quickly
Raise your foot
Levanta el pie

6. Turn yourself around
Da la vuelta
Turn yourself around
Da la vuelta
Do it very quickly
Do it very quickly
Turn yourself around
Da la vuelta


Touch your head, (tó - ca - te la ca - be - za).
Touch your head, (tó - ca - te la ca - be - za)
Touch it ve - ry quickly, touch it ve - ry quick - ly.
Touch your head, (tó - ca - te la ca - be - za)

Spanish for the Younger Set. University Associated, N.Y.C., 1956.

Planning for Teaching

Following are the suggested plans within this unit prepared by the Curriculum Assistant. From these suggestions, the Bilingual Teacher wrote step by step daily plans on forms supplied to her. Several of the plans are attached with the after-class comments we considered necessary to guide us in our future planning.

a. Symbols

The symbols in the second column refer to the audio-visual aids which had been labelled for convenience:

S - (song) When a guitar accompaniment was called for, it was so indicated. Sometimes records or tapes were used after the initial live presentation.

G - Game

St - Story

GB - Giant book (illustrating the story)

b. Some explanatory remarks

The Bilingual Teacher had been made aware in initial orientation and teacher training sessions, that many "run-throughs" of a game had to be engaged in. In order to avoid having children "lose face" in the eyes of their peers, the teacher made quite sure that all the children could respond correctly before she played the game in earnest.

You will notice that for the first few days the game "Simón Dice" - "Simon Says" is played with the children being required to touch parts of their body each time, as the direction is preceded by "Simon says". In later stages "Simon says" was sometimes omitted indicating that children were not to follow the direction. In this way, children were required to listen carefully for the words "Simon says". Of course, this element of conscious selection was made use of only after the vocabulary items referring to parts of the body were thoroughly familiar to the children.

Time allotments for each activity had been recommended during the first month of the Program. We felt, however, that flexibility in presentation was more important than completing all the activities planned. Many times, for example, the Bilingual Teacher found that the same song or dance had to be repeated several times to give every child the opportunity to participate. Also the Bilingual Teacher was encouraged to utilize the incidental happenings of the day by weaving them into the lesson. A child's birthday, a toy brought in by one of the children, a visitor to the school, a suggestion made by the regular classroom teacher, often served as a motivation for changing the plans.

You will note that on Friday nothing new was introduced. Instead, the class time was devoted to reviewing games and songs with accompanying language items which had been presented that week.

Sample of Bilingual Teacher's Daily Lesson Plan

Kindergarten Program

Date:

Theme: Learning About Ourselves

Aim: Introduction of song "Touch your head"

Approach Buenos días, ninos. Let us sing our Good morning song.

Greetings Did you have a nice weekend?

Warm-up What did you do, Maria?

How many of you sang some of our songs at home?

What did you sing, Maria?

Would you like to sing it for us today?

Let us all listen.

Today we are going to learn a new song. You have to look and listen very carefully. You'll see why.

Possible activities:
1. Teacher introduces new song "Touch your head". She dramatizes each line.
2. Children sing and dramatize.
3. Song "Pulgarcito" (Thumbkin) is reviewed.

Summary: Did you like our new song? Let's sing it again now so you can sing it for your mother.

Sing "Farewell Song"

After Class Comments

1. Most children remembered what to answer when teacher asked ¿Cómo te llamas?
   Pattern: Me llamo ______ was said with no difficulty.
2. Children liked the song "Touch your head" very much.

Kindergarten Program

TEACHER PRESENTATION - UNIT MATERIAL

Date:

Center of Interest: Learning About Ourselves

Aims: Introduction of new dance, La Raspa and review song "Touch your head".

Approach: Greetings and singing of Good Morning song.

How many of you would like to sing "Touch your head"?

Now let's all sing it.

Today we are going to learn a new dance.

First listen to the music and tell me if you like it, then we will all learn the dance.

Possible Activities (to be varied depending upon the class):

1. Some children who volunteer will sing song "Touch your head".
2. All children stand and sing "Touch your head".
3. Teacher directs individual children to: tócate la cabeza
   touch your nose, etc.
4. Introduction of new dance "La Raspa":
   First, children clap hands and sing.
   Second, teacher dances with one child and shows steps of the dance.
   Third, the child who danced with teacher chooses a partner and dances.
   Other children clap hands and sing.
   Fourth, other couples join in and dance.

Summary: Did you like our new dance?

Looking Ahead: Tomorrow others will be able to dance.

Comments: Since I was in class during the snack period, I taught the words "leche" (milk) and "pan" (bread).

TEACHER PRESENTATION - UNIT MATERIAL

Date: Friday

Theme: Learning About Ourselves.

Aim: Re-introduction of dance La Raspa and review of other activities

Approach: Greetings - Good morning song.

What did we learn yesterday? (A new dance)

Do you remember the name of our dance? (La Raspa)

Let's all stand up and sing "La Raspa" - but be sure to clap hands too.

Possible Activities (to be varied depending upon the class):

1. All children clap hands and sing "La Raspa".
2. Some children will be asked to choose partners and dance "La Raspa".
3. Puppets Pancho and Ramona will be used to ask children's names and to drill patterns referring to parts of the body.

Summary:

Did you have fun today?

Looking Ahead:

(With calendar) What day is tomorrow? Saturday (sábado), and what day comes after Saturday? Sunday (domingo). On Monday (El lunes) we will all be back to school and I will bring you a surprise.

First Year Program - Second Level

The themes or centers of interest for the First Year program were chosen, as were those for the kindergarten,to achieve the over-all goals of the program. In harmony with the principle of the spiral approach which governs the introduction of curriculum topics in the schools, some of the same units and themes were reintroduced in the second year of the program. With the growing maturity of the children however, the vocabulary was more varied, the language patterns were more complex, and the concepts were of greater depth. Moreover, the linguistic expression required of the children progressed from a rote response, based on the teacher's immediate model, to a response necessitating selection from several possible choices or from the linguistic reservoir which had been built up through various experiences.

CENTERS OF INTEREST OR THEMES

I Getting reacquainted with our friends or meeting new friends in the class.
II Getting to know people in the school
III Getting to know our building
IV Helping the Teacher in our classroom
V Helping Mother at home
VI Playing at home
VII Learning to care for ourselves (clothing, health, safety)
VIII Caring for our pets
IX Getting to know the people who help us in our community -
The policemen,
firemen,
mailman,
doctor

X Walking to different parts of our community

XI Learning about things that go in our community - busses, cars, trains

XII Shopping in our community - for good, for a present, etc.

XIII Having fun in our community - the park, community center, play yard, etc.

XIV Growing things

XV Visiting a farm

SEASONAL THEMES - To be introduced at appropriate times

I Going to the zoo

II Going to the circus

III Celebrating Easter

IV Celebrating Hallowe'en

V Celebrating Thanksgiving

VI Celebrating Christmas

VII Celebrating birthday parties

Miscellaneous Supplementary Items -

Weather, time, seasons, the calendar, numbers, money

Overview of a Sample Unit (three weeks)

Theme: The Circus

Related Vocabulary and language patterns*

el circo	- the circus	Está pateando	- He is skating.
el señor gordo	- the fat man	Está bailando	- She is dancing.
el señor flaco	- the thin man	¿Quién es?	- Who is it?
la foca	- the seal	¿Dónde está _____?	- Where is ___?
el caballo	- the horse	Coge______	- Take
un elefante	- an elephant	Dame _____	- Give me
un payaso	- a clown		
un león	- a lion		
una bailarina	- a dancer		
la banda	- (colloquial for "band")		

Songs: El Circo (The Circus), El Elefante (The Elephant), The Circus Parade.

Game: (With Flannel Board) ¿Dónde está? and ¿Quién tiene?

Dramatic play and related activities - Teacher gives cut-outs to children and asks "¿Quién tiene _____?". The individual child who holds the item asked for says, "Aquí está" and places it on the flannel board where it would logically belong. Children make their own circus, circus band, clowns, animals, etc. Children parade around room acting out animals and circus figures. Choice questions are practiced -¿Es gordo o flaco este señor? Children identify characters and actions in the circus pictures and in the circus pop-up.

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* Some of the names; e.g., the seal, the fat man, were not intended to become active vocabulary items. All the verb patterns were.

Props

Flannel board cut-outs of animals and circus figures

Circus pop-ups

Musical instruments

Balloons

Elephant mask, lion mask, clown masks

Costumes; e.g., dancer's head dress

Pictures of the circus

Miniature figures of dancers, animals other circus people.

Sub-Theme: The Zoo - Giant Book

Related vocabulary and language patterns

la zebra	- the zebra	¿Qué come?	- What does he eat?
la jirafa	the giraffe	Le gusta ___?	- Do you like ___?
el león	the lion	¿Qué es _____?	What is _______?
la yerba	the grass	¿Qué son _____?	Who are _______?
las semillas	the seeds	un tigre	- a tiger
el pescado	the fish	un camello	- a camel
la carne	the meat	el oso	- the bear
		el mono	- the monkey

Songs

The Zoo Song

La tronca del elefante - The Elephant's Trunk

El Trencito - The Little Train

Dramatic play and related activities

Children play role of animals

The Zoo Book -"Abre el libro y tú vas a ver ______"

"Open the book and you are going to see ______."

Each child opens the book and names what he sees.

Children feed animals.

Children form a train and march and sing El Trencito

Directed practice.

Questions and Answers

Props

Giant Zoo Book

Stuffed animals

Samples of food

Pictures of animals

Some explanatory remarks

The story for the circus theme was prepared by the Curriculum Writer. Each line of the story was illustrated and enlivened by pop-up cardboard figures and other visual materials. It was not expected that the entire story would be told to each of the First Year classes. The Bilingual Teacher was encouraged to omit or to add lines depending on the interest and ability of the class. As has been stated already, only the vocabulary items which could reasonably be expected to become part of the children's active stock of words were emphasized and reinforced. Words like seal, popcorn vendor or master of ceremonies were only introduced in the more able classes and, then, for recognition only.

The Circus song (El Circo) was taught and sung only in Spanish. No attempt was made, therefore, to have the English words rhyme or fit the music. The English equivalents were included only to make the classroom teachers aware of the concepts or vocabulary items which the children had learned in the song.

The format of the lesson plan was different from that used for the Kindergarten. Throughout the Project, we experimented with numerous observation and lesson planning forms to determine which would be more effective. As far as the Bilingual Teacher was concerned, she found both formats of equal value. The regular classroom teachers found the forms which had been evolved for the Kindergarten more useful since the Spanish and English equivalents were side by side.

Language Items

AQUÍ ESTA EL CIRCO

Patterns emphasized*

¿Cuántos dedos (manos, pies) tienes?	How many fingers (hands, feet) do you have?
¿De qué color es esto?	What color is this?
Pon....(el payaso, etc.)...aquí.	Put....(the clown, etc.) here.
Dame....(el payaso, etc.).	Give me....(the clown, etc.).
¿Qué hace....(el payaso, el elefante)?	What does....(the elephant) do?
Vengan a ver...	Come and see.... .
Bienvenidos...	Welcome!
¿Quién (qué) eres tú?	Who (what) are you?
Yo soy...(un payaso, un elefante)	I am...(a clown, an elephant, etc.)
Vamos a tocar...(el piano, la guitarra, el tambor)	Let's play....(the piano, the guitar, the drums).
Yo toco la guitarra.	I play the guitar.
José, toca el tambor, por favor.	Joseph, play the drum, please.
Vamos a aplaudir.	Let's applaud (clap hands).

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* Some of these were familiar to the children from previous units.

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The Bilingual Story

AQUI ESTA EL CIRCO

Aquí está el circo. ¡Qué bueno!	Here's the circus. How nice! (What fun!)
Estos son los payasos Tilín y Tolón.	These are the clowns Tilín and Tolán.
¡Qué cómicos! (simpáticos)	How funny!

Tilín está triste.	Tilín is sad.
Tolón está contento.	Tolón is happy.
Esta es la señora gorda.	This is the fat lady.
Y este es el señor flaco.	And this is the thin man.
Aqui está el elefante.	Here is the elephant.
Mira el mono.	Look at the monkey.
¿Que está haciendo el mono?	What is the monkey doing?
Está patinando.	He is skating.
¡Mira como patina!	See how he skates!
¿Qué es esto? Es una foca.	What is this? It is a seal!
¿Qué está haciendo la foca?	What is the seal doing?
Está jugando con una pelota.	He is playing with a ball.
¿Cuánta pelotas tiene?	How many balls does he have?
Vamos a contar las pelotas:	Let's count the balls:
una, dos, tres.	one, two, three.
¿De que color es ésta?	What color is this?
Es amarilla.	It is yellow.
Y ésta?	And this?
Es roja.	It's red.
Y ésta?	And this?
Es azul.	It's blue.
Aquí está el caballo.	Here is the horse.
¿Qué animal es éste?	What animal is this?
Es un león.	It's a lion.
¿Y dónde está la banda del circo?	And where is the circus band?
Aquí está.	Here it is.
¡Qué bueno! Ya tenemos un circo!	Good! Now we have a circus!
¡Qué bonito está!	How pretty it is!

Planning for Teaching

MONDAY

I OPENING, WARM-UP, SALUTATIONS: Song, "Buenos días".

Buenos días, ¿cómo estan? ¿Cómo te llamas? ¿Cómo me llamo? ¿Cuántos años tienes? Vamos a contar: uno, dos....diez. Tócate la cabeza, el ojo, el pie, la nariz, etc. Abre las manos, cierra las manos, el libro, la puerta, la boca. ¿Cuántos dedos tienes? (pies, manos, etc.) ¿De qué color es ésto? (Es rojo).

II CENTER OF INTEREST:

1) Circus theme, ST-12, "AQUI ESTA EL CIRCO".

2) Props used - Flannel Board and cut-outs.

3) Motivation and Introduction. English introduction of circus theme. Teacher mentions the Spring visit of the circus.

"How many of you have been to a circus? Did you know that there is a circus in town?....Let us make our own circus. You are going to help me. Tell me a person, animal, or something that you might find in a circus....."

4) Teacher and Children Activity - Cut-outs are placed on a table. As children mention circus characters, teacher takes them from the table, gives their names in Spanish, and puts them on Flannel Board. Teacher removes cut-outs from F.B. and prepares for second phase of activity. Children take turns placing cut-outs on F.B.

a) Payasos - the clowns
b) Señora gorda - the fat lady
c) Señor flaco - the thin man
d) Bailarina - the dancer

etc.

The following questions and requests were emphasized with the above activity:

Pon.... (payaso, bailarina)...aquí.	Put...(clown, dancer)...here.
¿Qué es esto?	What is this?
Dame.....(payaso, bailarina)	Give me..(clown, dancer)

III. CLOSING: Hasta mañana, ninos.

TUESDAY

I OPENING, WARM-UP, SALUTATIONS. (see Monday)

II CENTER OF INTEREST:

1) Teacher proceeds with the presentation of circus characters following the procedure of the preceding day.
    - e) el elefante - the elephant
    - f) el mono - the monkey
    - g) la foca y las pelotas - the seal and the balls
    - h) el caballo - the horse
    - i) el león - the lion
    - j) la banda - the band

2) New song "EL CIRCO", introduced.

III CLOSING: Hasta mañana, ninos. Song: Adiós niñitos

WEDNESDAY

I OPENING, WARM-UP, SALUTATIONS.

II CENTER OF INTEREST:

1) Teacher assigns roles to the children to start dramatization following short dialog:

¿Quién eres tú? Who are you?

Yo soy...(el payaso, el elefante) - I am ...(clown, elephant)

¿Qué hace el payaso (elefante)? What does a clown (elephant) do?

(Children imitate actions of dancers, clowns, seals, elephants, lions, etc.)

2) Re-introduction of song "EL CIRCO" and follow up with action game based on lyrics of song. Children march around the classroom while others sing "El Circo".

III CLOSING: Hasta mañana, niños; Song: Adiós, niñitos

THURSDAY

I OPENING, WARM-UP, SALUTATIONS.

II CENTER OF INTEREST:

1) Teacher assigns roles of animals and circus people. Dhildren dramatize their actions.

2) Teacher forms circus band using musical instruments available in each class. Regular classroom teachers may help by playing the piano. The following patterns may be used:

Yo toco la guitarra.	I play the guitar.
José, toca el tambór, por favor.	Jose, play the drum, please.
Muy bien.	Very good.
Vamos a aplauder	Let's clap our hands.

3) Re-introduction of the new song "EL CIRCO".

4) Review of "Arre caballito", Elephant and Seal action songs.

III CLOSING: Hasta mañana, niños; Song: Adiós, niñitos.

FRIDAY - Review Day

I OPENING, WARM-UP, SALUTATIONS.

II CENTER OF INTEREST:

1) Review of AQUI ESTA EL CIRCO.

Brief summary of circus characters and activities of the week.

2) Action games:

Class sitting on the floor will be the audience. Individual children will perform (clown, dancer, elephant, etc.). After each act audience will applaud.

3) Circus band and/or review of songs "Arre Caballito", "El Circo", Elephant and Seal action songs.

III CLOSING: Hasta mañana niños. Song: Adiós, niñitos

Bilingual Teacher's Plans

First Year Classes

I Date: Monday

II Warm-up

1. Activity song "A la rueda rueda".
2. Identifying names of instruments in English and Spanish
3. Teacher asks ¿De qué color es? ¿Qué hora es? ¿Qué tiempe hace?

   ¿A qué hora te levantas por la mañana.

   (A las siete.)

III New Material

1. Approach

   Have you ever been to a circus? etc.

   What did you see?

2. Activities

   1. Teacher shows pictures of circus friends

      ¿Quién es este?

      ¿Qué es esto?

   2. Children place figures on Flannel Board (Pon el ____)
   3. Children remove figures from Flannel Board

      (Y ahora dame ______.)

IV Review

Circus friends

un elefante

un payaso

un león

la bailarina

la foca

el caballo

la banda

la señora gorda

el señor flaco

I Date: Tuesday

II Warm-up

1. Game: ¿Cuál Falta? (hiding one object)

2. Days of the week.

III New Material

1. Approach

Let's see if you can find some of our friends from the circus.

2. Activities

1. Teacher places miniature figures on table. She calls on different children to look for the pictures. e.g., ¿Dónde está el payaso. Coge el payaso. Aqui está.

2. Children stand and sing "Circus song".

IV Review

Song: El Elefante

First Year Classes

I Date: Wednesday

II Warm-up

1. Osito song
2. Circus Song

III New Material

1. Visual Aids needed:

   Elephant's mask, clown's mask, bailarina's (dancer's) dress

2. Approach:

   Today we are going to make our own circus and you are going to help me.

3. Activities:

   1. Children form a circus band and play instruments.
   2. Some children act as clowns.
   3. Some children act as animals - elephants, monkeys, lions, etc.
   4. Some children act as dancers.

4. Game:

   "Let the ball roll". "Juega con la pelota".

First Year Classes

I Date: Thursday

II Warm-up

1. Telling time, using big clock.
2. Identification of pictures - mother doing housework.
3. Children sing song "Los Quehaceres de la casa."

III New Material

1. Visual Materials:

The Circus - Pictures of:
El señor gordo - El payaso triste
La señora flaca - El payaso contento

2. Approach:

Today I brought you some of our friends from the circus. Let's see if you can tell me something about them.

3. Activities:

1. Identification of pictures

¿ Quién es éste? El senor gordo

¿ Quien es ésta? La senora flaca.

Es gordo o flaco este señor? (Teacher shows thin man)
(Es flaco.)
Es gorda o flaca esta señora? (Teacher shows fat lady)
(Es gorda.)

2. Teacher places two figures on Flannel Board and calls on different children and says,

" Dame la señora gorda."

" Dame el señor flaco."

Thursday (continued)

3. Identification of pictures and questions

   ¿Quién es éste? El payaso Tilín.
   ¿Quién es éste? El payaso Tilon
   ¿Qué le pasa a Tilin? Está triste.
   ¿Qué le pasa a Tilon? Está contento.

4. Teacher calls on several children and says,

   Some of you will be Tilín.
   Some of you will be Tilón.
   Remember, Tilín está triste.
   and Tilón está contento.

   Children imitate clowns by making happy and sad faces.

First Year Classes

I Date: Friday - Review Day

II Warm-up

1. All children sing song, "Veinte Amigos."

2. Chain drill asking each others names and ages.

3. Review of colors.

III New Material

1. Visual Aids:

The circus - Pictures of: La banda del circo.
La foca con las pelotas.
El caballo,
El payaso, etc.

2. Approach:

Who can tell me what this is?

La banda del circo.

3. Activities:

Teacher says, 1) Esta es la banda del circo (Teacher shows pictures)

Teacher asks, ¿Qué hace la banda? Toca los instrumentos.

2) ¿Quién es éste? El payaso Tilín.

Te gusta la bailarina?

Si, me gusta mucho.

3) Mira la foca!

¿Qué hace la foca?

Juega con las pelotas.

¿De qué color es esta pelota? Amarilla.

Y ésta? Azul.

Friday (continued)

4) Mira el caballo. ¿Es grande o pequeño?

Es grande.

5) Sing, Circus song.

6) Children identify names of instruments

Tambor

Maracas, etc.

and play the instruments and sing.

APPENDIX C

Instructional Materials

Songs *

Buenos días *
Hasta mañana, niños
Adiós, niñitos
Pulgarcito *
Fray Felipe *
Tócate la cabeza*
La raspa
Hallowe'en Song
Mi madre fué a la tienda
Vengan a ver mi granja *
Los diez inditos *
Arre caballit o
Cumpleaños feliz *
Cascabeles *
Te deseamos felices pascuas
Caminando en la nieve
Osito
La trompa del elefante
El circo
El trencito *
The Train to the Zoo
El policía
El bombero
El cartero
Como crece el maíz
The Popcorn Man
Veinte amigos
El barco pequeñito
Los pollitos
Ala rueda, rueda
Tengo una muñeca
La punta y el tacón
El coquí
Los quehaceres de la casa*
Es una girafa
Mi maestra
Juega con la pelota
Allá en el rancho grande
Duermete, mi niño
El mandado
San Serení
Wigwam Song
The Farmer in the Dell

* These songs were taught both in Spanish and English. Some were equivalents; some counterparts; e.g., Vengan a ver mi granja - Old McDonald Had a Farm.

Stories

Pablo y Maria (Paul and Judy)
Muffin
The Carrot Seed
Osito
The Three Little Pigs
Bobby and Betsy (Christmas Story)
The Christmas Tree
A Snowy Day
Indian Twofeet
The Zoo
Going to the Circus
El ratoncito Miguel
El trencito
Goldilocks and the Three Bears
Ask Mr. Bear
Nobody Listens to Andrew
Our Community Helpers
Spilled Milk
TheLittle Red Hen
Chicken Little

Note: All stories were told in Spanish and in English.

Props (electronic equipment, musical instruments, pictures, real objects, toys, miniatures, etc.)

Flat pictures and posters
Puppets(cloth, paper, plastic, etc.)
Stick figures(people, animals, etc.)
Flannel board and related cut-outs
Doll house, dolls, furniture, utensils
Stuffed animals - farm and zoo
Toy furniture
Toy vehicles - car, fire truck, train, boats, etc.
Musical instruments - piano, guitar, drums, bells, maracas, sticks etc.
Tape recorder and record player
Wedgies - family members, community helpers
Easel, paints and crayons
Constumes - hats, masks
Real foods such as carrots, bread
Plastic fruit
Kitchen equitpment
Doctor's and nurse's equipemnt and dress
Electronic telephones
Circus props- balloons, hats, masks, cut-outs
Flower pot, seeds, watering can
Holiday props such as Easter eggs, basket, tree, pumpkins, turkey
Artificial flowers
Traffic signs - red and green lights; words Stop; Go
Articles of clothing for dolls and puppets

Articles of personal hygiene such as comb, toothbrush, toothpaste, soap
Articles related to time and weather such as calendar, thermometer, clock face, weather calendar
Flannel board face with removable features
Toy brooms, ironing board, iron, washboard
Table setting items
Vocabulary wheel and appropriate pictures
Pcket chart
Flags
Blocks, pegs and beads
A Pinata

APPENDIX -D

Sample Culminating Activities

Several kinescopes were prepared for use at school assemblies, parent-teacher meetings and community conferences.

Following are two scripts given to the Audio-Visual Department for the kinescopes made. The first was prepared toward the end of the first year program. The children taking part in the program had had approximately one year of language instruction. The second was made after the children had had about a year and a half of instruction.

The scripts were completely unrehearsed. The children were taken to a studio which duplicated their classroom. "Shooting" started immediately.

Film - May 25, 1965

TIME	VISUAL	ACTIVITIES
three minutes	Children sitting on chairs. Choral and individual responses.	Buenos días, niños. Buenos días, Señora Acosta ¿Cómo están? Bien. ¿Vamos a cantar?...Sí. ¿Qué vamos a cantar?... Buenos días. Song: "Buenos Dias" ¿Cómo te llamas? (to 4 children) Me llamo ________ ¿Dónde está (Maria)? (to 4 children) Estoy aquí ¿Cuántos años tienes? (to 4 children) Tengo ________ años.
	Counting and singing.	Ahora vamos a contar del 1 al 10. Would you like to sing our song with the numbers? (English and Spanish)...You sang that very well.
two minutes	Children opening and closing: hands, eyes and mouth.	Let us see what else you can do today. Abre las manos. Cierra las manos. Abre la boca. Cierra la boca.

		What else can we open and close? (Point to eyes.) Sí, los ojos.
five minutes	Books - Individual children opening and closing a book. Touching a book.	Y ¿qué es ésto? Un libro. (Maria), coje el libro. Abre el libro. Cierra el libro. Let's all ask Maria to do that (Abre el libro. Cierra el libro) Dame el libro (Maria). Vamos a ver. ¿De qué color es? (Amarillo.) Y este libro? (Rojo)
	Touching a guitar.	Toca la guitarra, Pedro.
	Touching a bell.	Toca la campana, Juan.
	Children standing and singing song: "Touch your Head".	We can touch many other things too. Ahora todos. Tócate la cabeza, etc. Let's sing "Touch your Head". Very good! Siéntense.
four minutes	Some children dancing, La Raspa, others clapping hands. One couple at a time. (Total 3 couples will dance.)	We have been singing a lot. Who would like to dance? All right, José, choose a partner. We are going to clap hands while they dance. Another day others will have a chance to dance.

four minutes	Easel - Book Children dramatizing story. In Spanish.	We have our train waiting for us. Look at the little train. Listen and see if you remember the story. (The story is told very briefly and then questions are asked for dramatization.) Answers in Spanish.
two minutes	Some children form a train	"Did the first train help?" etc.
		- - - - - - - - - - - - - - - - - Now it is time for me to go. Tomorrow, I'm going to bring you other new things.
	Song: "Hasta mañana ninos"	Song: Hasta mañana. Adiós!

FILM - Friday, February 25, 1966 - Total time, 18 minutes

TIME	AUDIO	VIDEO
one-half minute	Teacher stands and greets the children. (Children greet the teacher.	Children sit on chairs in a semi-circle.
one-half minute	Children sing, Buenos Días song. (Teacher - guitar)	Children sit on chairs in a semi-circle.
one minute	In Spanish, teacher asks individual children their names and attendance facts	Individuals respond from seats. (They do not stand)
two minutes	Children clap hands and sing "La Raspa" (Teacher - guitar)	Four couples will dance by twos. (Children choose partners.)
two minutes	Large book with pictures of train story will be shown. (three pictures)	Children will dramatize recurring language patterns at their seats (hand and foot motion of children.)
one minute	Children sing train song.	Children move their feet and act out types of trains at their seats. (When music stops, they stop all movement.)
one and one-half minutes	Teacher and Children sing train song. . . while	Individual children act out in front of the room - such as - fast train 1 child tired train 1 child little train 1 child

two minutes	Teacher introduces live story of "Three Pigs" and "The Big Bad Wolf" Children in chorus repeat words e.g., El lobo y los 3 cochinitos [illegible]...	Flannel Board - Cut outs Teacher puts figures on Flannel Board
two minutes	Teacher asks individual children questions about house they are building.	Flannel Board (pictures of three different types of houses on table) Individual children get up, go to Flannel Board and build three houses - straw house wood house brick house
one minute	All children sing (in English and Spanish) song "The Big Bad Wolf"	Children seated in semi-circle. Teacher accompanies them with guitar.
one minute	Teacher asks the class "Are you afraid of the Big Bad Wolf?" Children answer no, sing - "Yo no le lengo muedo al lobo."	Children sit and move their heads and hands while they sing - I am not afraid of the "Big Bad Wolf" in Spanish.
one minute	In Spanish teacher asks for things from Flannel Board. Individual children respond in Spanish.	Individual children walk to Flannel board, take off pictures from Flannel Board ...the wolf, etc. and say Aquí está ________.

one and one-half minute	Teacher plays guitar. "Train song".	Children form a train - and march around the room.
one-half minute	Teacher says goodbye and sings "Good Bye Song"	Children sit at their places and sing with the teacher.
Fade- out	Adiós, Adiós, Adiós	

APPENDIX E

Forms

1. Program Overview Related to Theme

Duration ______________________

Theme: ________________________

Language Learnings:

Patterns:

For active use: ________________________________

For recognitional use: ________________________

Vocabulary

For active use: ________________________________

For recognitional use: ________________________

Dialogues for dramatization: ____________________

Story: ____________________

Songs: (two or more) ________________________________

Dramatic Play: ____________________________________

Games (two or more) ________________________________

Props: ____________________

Suggestions for re-entry of previously learned material in each category above: ________________

____

____

2. Weekly Tentative Program Overview

(Prepared by the Curriculum Specialist and Writer with the assistance of the Language Specialist)

****

Week of ______________________

	Mon.	Tues.	Wed.	Thurs.	Fri.
Lang. Items					
Story					
Songs					
Dance					
Game					
Other					
Teacher Activ.					
Pupil Activ					

3. Suggestions for Daily Plan

(Prepared by the Curriculum Specialist and Writer with the assistance of the Language Specialist for use by the Bilingual Teacher in planning her daily lessons.)

Day: ____________ Date: ______________ Level: ___________

Activity	A-V Aids	Suggestions for Presentation	Span. Items	Engl. Items
1. Opening				
2. Warm-up				
3. Related to Theme				
4. Review				
5. Closing				

4. Bilingual Teacher's Daily Lesson Plan - Form 1.

(This form was used for several months until 1) the concept of smooth, sequential transitions was established; and 2) the Curriculum Writers were able to determine how much could be achieved in different classes.)

Day: ________________ Date: ________________ Level: ____________

Theme: ______________

Aims: _______________

Approach (Pivotal questions with "you")

Transitions: _______________

Possible Activities (To be varied depending upon the class.)

Achieved in Class ________

Summary: ___________________

Looking Ahead: ______________

Note: Warm-up, review and closing activities are not included in this outline.

5. Bilingual Teacher's Daily Lesson Plan - Form 2

Day: ____________ Date: __________ Level: __________

Warm-up

1.

2.

3.

4.

New Material

1. Concept, language item, story, song etc.

2. Approach

3. Activities (Children and teacher)

Review of previously taught material

Comments on Presentation

6. Observation Report

(This form was evolved from several previously used - all of which had proven to be too time-consuming.)

Please prepare in triplicate.
Keep one for your files.
Use other side if necessary.

Day: M T W TH F	Date:	No. of classes observed:	Name of observer:

Highpoints of Lesson:

THE LESSON: (Indicate the sequence briefly)

Theme: _____

Presentation ( )

Comprehension ( )

Responses ( )

Dramatization ( )

Other: _____ ( )

Songs used:

Games Played:

Lang. Emphasized for

Aural Comprehension

Oral Production

COMMENTS re Program Content (worthwhileness, amount, level of understanding, appropriateness of activities, techniques, materials).

COMMENTS re Pupil participation (extent, quality)

School - Class

COMMFNTS re specific children; visitors, etc.